DOCUMENT RESUME

ED 165 312 95 EA 011 229

AUTHOR Ingram, John Earl, Jr.
TITLE The Relationship Between School-Community Relations and Student Achievement. Technical Report No. 463. Part 2 of 2 Parts.
INSTITUTION Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.
PUB DATE Sep 78
GRANT NIE-G-78-0217
NOTE 163p.; Report from the Project on Studies of Administration and Organization for Instruction; For a related document, see EA 011 228; Table 4-15 and Appendix D may be marginally legible

EDRS PRICE MF-$0.83 HC-$8.69 Plus Postage.
DESCRIPTORS *Academic Achievement; Bibliographies; Educational Research; Elementary Education; Organizational Communication; Parent Attitudes; Parent Participation; *Parent School Relationship; Questionnaires; Research Methodology; *School Community Relationship; Statistical Data; Tables (Data)

ABSTRACT

This is the second of a two-part report on a study examining the relationship between effective school-community relations and student achievement. The research represents a case study of the school-community relations program of an inner-city school serving a population of 628 black students. An interview protocol was developed to gather the perceptions of 65 parents of students in grades 4-6 regarding effective school-community relations in five areas--communication, involvement, participation, resolution, and access. This portion of the report contains the findings; summary, conclusions, and recommendations; a bibliography; and appendices, which include the interview protocol and tables of data. (IRT)

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Technical Report No. 463

Part 2 of 2 Parts

THE RELATIONSHIP BETWEEN SCHOOL-COMMUNITY RELATIONS AND STUDENT ACHIEVEMENT

by

John Earl Ingram, Jr.

Report from the Project on
Studies of Administration and Organization for Instruction

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Madison, Wisconsin

September 1978

EA 011 229

This Technical Report is a doctoral dissertation reporting research supported by the Wisconsin Research and Development Center for Individualized Schooling. Since it has been approved by a University Examining Committee, it has not been reviewed by the Center. It is published by the Center as a record of some of the Center's activities and as a service to the student. The bound original is in the University of Wisconsin Memorial Library.

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- providing assistance to educators which helps transfer the outcomes of research and development to improved practice in local schools and teacher education institutions

The Wisconsin Research and Development Center is supported with funds from the National Institute of Education and the University of Wisconsin.

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Acknowledgements

Many persons have contributed to this study by sharing their time and talents to help realize its completion. The unique gift of each individual will long be remembered and cherished by the researcher. However, this special thanks is offered to the following groups and individuals:

To the principal, staff, students, parents, and nonparents of the real Truman School for their interest and cooperation throughout this study;

To the professional educators and parents involved in the validity and reliability tests and site selection for sharing their time and expertise;

To Professor B. Dean Bowles for his special contributions as patient mentor, teacher, and friend whose guidance and resourcefulness was invaluable;

To Professors William J. Davis, Marvin J. Fruth, Robert P. Moser, and John M. Antes for reading, suggesting, listening, and sharing the many valleys and few peaks involved in this research effort;

To Professor W. Patrick Dickson for teaching SPSS and offering time and skill to a novice in the world of computers;

To Professor Richard R. Allen for providing academic insight and genuine friendship and giving up valuable time on Saturday after Saturday;

To Professors James M. Lipham, Donald N. McIsaac, and Howard E. Wakefield for sharing their valuable time and skills at many inconvenient times;

To John, Glen, Noel, Marilyn, Mike, Tim, Roger, Herman, Anthony, Ora, Lee, Brent, Dixie, Lorraine, Tat, Toni, Wash, Bert, Silvia, John, Judy, Tom, Jon, Penny, Freddy, Lynn, Brenda, Kay, Eric, Booker, Warren, Mary, Chiaranai, Davidson, Don, John, Sharon, Don, Elvira, and Mehraban for their comradeship;

To the people in media, the computer center, the mail room, the business office, the copy shop, and the supply room for being helpful at all times;

To Helen, Jacqueline, Mary, Charlotte, Lois, and Hillel, a very special thanks for reading, sharing, and helping make sense out of my writing and thinking efforts;

To Dr. Samuel Shepard, George L. Smith, Julius C. Dix, Marzelle McPherson, Joyce Casimere, Roger Twist, Herbert Turner, Louis McGowan, John E. Anderson, and Roosevelt King for their encouragement, support, and patience;

To Dr. Florence Brown for the inspiration and positive role model provided;

To Walter R. Glenn, Jr. for providing the initial information that started it all and for many years of close friendship;

To the National Institute of Education, the Wisconsin Research and Development Center, the St. Louis Public Schools, and the Parsons-Blewett Fund for financial assistance;

To all who contributed literary and technical skills to produce a completed manuscript;

To my parents, John and Catherine Ingram, my wife's parents, George and Minerva Scott, and all of our combined families for the love, support, and thoughtfulness demonstrated throughout the years;

To my children, Lamont, Scott, and Cathy for holding up under difficult circumstances;

And especially to my wife, Charlotte, who has been both mother and father to our children; a tower of strength, encouraging, and loving throughout a most difficult period of time;

In spite of the help of the many people who made this study possible, its shortcomings reflect my own limitations; whatever its merits must be shared.

DEDICATION

To my grandmother, Wilda Wallace, upon whose courage, guidance, strength, love, and wisdom I have drawn in many ways and on many days to complete this task. Thanks for being you.

* * *

"Education makes people easy to lead, but difficult to drive; easy to govern, but impossible to enslave."

Henry Peter Brougham

Table of Contents

		Page
	Acknowledgements	iv
	List of Tables	xi
	List of Figures	xiii
	Abstract	xv
I.	INTRODUCTION	1
	Background of the Study	1
	Underlying Assumptions of School-Community Relations	2
	Political Context of School-Community Relations	4
	Home-School-Community Relations Project Research	5
	Accountability and Achievement	13
	Related Literature	16
	School-Community Relations	16
	School-Community Relations and Student Achievement	34
	Significance of the Study	42
	Hypothesis Formulation	42
	Practical Applications	44
	Organization of the Dissertation	44
II.	METHODOLOGY	46
	Conceptual Framework	47
	Underlying Principles of Good School-Community Relations	47
	Political Context of School-Community Relations	49
	A Programmatic Model for Home-School-Community Relations	52
	Origin of Concepts Contained in the Model	57
	Research Questions	110
	Methodology	112
	The Field Study	112
	Instrumentation	118

Page

Validity 118
Reliability 120
Population and Sample 121
Collection of Data 124
Ethics and Anonymity 126
Statistical Analyses 126

Limitations of the Study 130

III. TRUMAN SCHOOL: A CASE STUDY 132

The School System and Board of Education 132

Douglas School District 140

Harry S. Truman School 143

The Truman School and Staff 144
Truman School Subpublics 150
The Educational Programs at Truman School 152

School-Community Relations Program at Truman School 155

Programmatic Activities 155
Nonprogrammatic Activities 173
Utilization of School-Community Relations Variables 175
Summary 200

IV. FINDINGS 203

Research and Ancillary Questions 203

Research Question One 204
Research Question Two 206
Research Question Three 210
Research Question Four 214
Research Question Five 229
Summary 231

Path Analysis 233

Findings 236
Summary 245

Page

V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS 246

Literature and Research 246

Purpose of the Study 247

Conceptual Framework 247

Research Questions 247

Methodology 249

Case Study 249

Findings 251

Theoretical Conclusions 254

Resolution 255
Refinement of the Model 255
Multiple Models 260
Future Research 264
Data Based Variables 268
Multiple Models 269
National Study 271

Practical Applications 271

Practical Applications for the Achievement Model 272
Practical Applications for Multiple Models 272
Practical Applications for Truman School 273
Practical Applications for Practitioners 275

Bibliography 277

Appendices

A. Interview Protocol 295

B. Modified Version of the Likert Scale 309

C. Letter Approving the Study 311

D. Introductory Letter to Respondents from the Researcher 313

Page

E. Examples of Truman School Communication Materials 316

F. Global Data 328

G. Data Utilizing Communication as an Intervening Variable 343

List of Tables

Table		Page
2-1	Inter-Scale of Test-Retest Correlations	122
3-1	Schools in the Nichols City School District	137
3-2	Enrollment for the Nichols City School District	137
3-3	Personnel of the Nichols City School District	138
3-4	Truman School Personnel	146
4-1	Correlations Among the Variables and School-Community Relations (Personal)	205
4-2	Multiple Step-Wise Regression Analysis--Access (Personal)	207
4-3	Multiple Step-Wise Regression Analysis--Access (Global)	209
4-4	Multiple Step-Wise Regression Analysis--School-Community Relations (Personal)	211
4-5	Multiple Step-Wise Regression Analysis--School-Community Relations (Global)	213
4-6	Multiple Step-Wise Regression Analysis--I.T.B.S. Reading Scores (Personal)	215
4-7	Multiple Step-Wise Regression Analysis--I.T.B.S. Language Scores (Personal)	217
4-8	Multiple Step-Wise Regression Analysis--I.T.B.S. Mathematics Scores (Personal)	218
4-9	Multiple Step-Wise Regression Analysis--I.T.B.S. Cumulative Scores (Personal)	220
4-10	Multiple Step-Wise Regression Analysis--Reading Grades (Personal)	222
4-11	Multiple Step-Wise Regression Analysis--Language Grades (Personal)	224

Table		Page
4-12	Multiple Step-Wise Regression Analysis--Mathematics Grades (Personal)	226
4-13	Multiple Step-Wise Regression Analysis--Cumulative Grades (Personal)	228
4-14	Correlations Between School-Community Relations and Measures of Student Achievement (Personal)	230
A	Sample Table	237
4-15	Standardized Coefficients of a Model of School-Community Relations with Resolution Introduced as an Intervening Variable	239

List of Figures

Figures		Page
2-1	Home-School-Community Relations: Primary Interaction Patterns	51
2-2	A Programmatic Model for Home-School-Community Relations	53
3-1	Administrative Organization	135
4-1	Schematic Representations of Conceptual Relationships Among School-Community Relations Variables and Student Achievement	234
5-1	A Programmatic Model for Home-School-Community Relations	256
5-2	A Programmatic Model for Home-School-Community Relations (Revised)	258

Abstract

THE RELATIONSHIP BETWEEN SCHOOL-COMMUNITY RELATIONS AND STUDENT ACHIEVEMENT

John Earl Ingram, Jr.

Under the supervision of Professor B. Dean Bowles

This study examined the relationship between effective school-community relations and student achievement. An interview protocol was developed which gathered the perceptions of 64 parents of students in grades 4-6 regarding effective school-community relations utilizing the five variables of communication, involvement, participation, resolution, and access. The research represented a case study of the school-community relations program at an inner-city school serving a population of 628 Black students.

Data for the study were collected utilizing field methodology. The specific purposes of the study were to determine:

1. How the five variables of access, communication, involvement, participation, and resolution interact with a measure of effective school-community relations.
2. How the five variables relate to measures of student achievement.
3. How the variable of access relates to the other four variables.

Using a conceptual framework developed at the Wisconsin Research and Development Center, the study described activities at the school

in terms of the five variables. Relevant findings growing out of the data resulted in concluding statements regarding the variables' impact on effective school-community relations.

Literature and Research

Much of the existing literature indicated that the relationship between school-community relations and achievement was positive. The research appeared to contain some conceptual confusion in the interchangeable use of the concepts of involvement and participation.

Statistical Analysis

Three statistical techniques were utilized in the study; namely, Pearson product moment correlations, forward step-wise regression, and path analysis.

Case Study

Truman School carried on a wide variety of activities which involved staff, students, parents, former students, and senior citizens. A friendly atmosphere prevailed at the school. Teacher aides served as vital communication links between the school and the community. Other nonteaching staff members contributed significantly to the general open-door policy of the school.

The telephone provided the most widely used method of communication. Many parents volunteered their time and made donations. Participation activities for parents revolved around three Parent Advisory Committees. Parents made few significant contributions toward the

formulation of policy. Resolution was handled in a friendly manner usually concerning individual problems. Most parents felt that they made significant contributions toward problem solving by having many of their suggestions adopted by school personnel. Access was gained through the principal; although, parents seldom availed themselves of this perceived entree to the school.

Findings

Communication explained 49% of the variance accounted for of effective school-community relations. Resolution explained from 8% to 18% of the variance accounted for of the eight measures of student achievement, namely Iowa Basic Skills achievement test scores and grades for reading, language, mathematics, and cumulative. Path analysis was utilized to confirm the tentative findings and suggested that resolution served as an intervening variable which mediated the effects of the remaining four variables on the measures of student achievement. Parent perceptions of effective school-community relations were only significantly correlated with language grades and cumulative grades.

Conclusions

The principal set the tone for the resolution of conflict at the school. Staff members appeared to follow this lead as they sought to resolve conflict. Two-way communication was achieved through the telephone and through notices sent to parents with a detachable portion for parental comments. Parents seldom utilized their perceived

access to the school. Involvement and participation activities served as legitimating vehicles for the presence of parents in the school.

Future research should replicate this study by varying socio-economic factors to determine if such factors significantly alter the findings of this study. Future research should also explore the possible existence of multiple models and the possible difference in the interaction patterns of the variables as the goals of the program change.

Approved by: B. Dean Bowles

Date: 8-29-78

CHAPTER IV

FINDINGS

This chapter includes findings relative to the research and ancillary questions. Also contained in this chapter are path analysis findings associated with the conceptualization of revisions of the Home-School-Community Relations Model.

RESEARCH AND ANCILLARY QUESTIONS

The data for Research Questions One and Five were analyzed utilizing Pearson product moment correlations. The resulting data are presented in a tabular format. The data for Research Questions Two, Three, Four and the ancillary questions were analyzed utilizing step-wise multiple regression. The tables show for each step the name and the order in which the independent variables entered the equation. The percentage of the variance of the dependent variable explained by the independent variables (R^2) is found in the first column. The next column contains the percent of variance change each of the independent variables explains of the dependent variable. Next, the beta value is displayed which shows the strength of the relationship between the independent variable and the dependent variable. The F-Test value for significance of the combination of the independent variables is shown in the last column. The .05 level of significance is utilized in this study to indicate statistical significance.

Where the value obtained on the F-Tests of the relationship between the independent variables and the dependent variables was found to be statistically significant, the value was identified with an asterisk.

Research Question One

What are the relationships among the five variables of access, communication, involvement, participation, resolution, and effective school-community relations?

The findings related to this question are found in Table 4-1 and were based on coefficients of correlation among the variables of access, communication, involvement, participation, resolution, and effective school-community relations. These relationships were low but significant (r=.22 between communication and resolution) to moderately high (r=.70 between communication and effective school-community relations).[1] Effective school-community relations correlated high with one variable (r=.70 communication), moderately high with one variable (r=.56 involvement), and moderately low with the remaining three variables (r=.45 participation), (r=.42 resolution), and (r=.42 access). Involvement correlated moderately high with four variables (r=.60 participation), (r=.56 effective school-

[1] For this research study, correlation coefficients of .10 - .29 will be considered low, .30 - .49 moderately low, .50 - .69 moderately high, and .70 and above will be considered high.

Table 4-1

Correlations Among the Variables and

School-Community Relations (Personal)

	Variables				
Variables	Involvement	Participation	Resolution	Access	School-Community Relations
Communication	.51 (.001)	.32 (.005)	.22 (.041)	.42 (.001)	.70 (.001)
Involvement		.60 (.001)	.53 (.001)	.40 (.001)	.56 (.001)
Participation			.51 (.001)	.41 (.001)	.45 (.001)
Resolution				.38 (.001)	.42 (.001)
Access					.42 (.001)

N = 64

The top number in each box represents the Pearson Correlations.

The number (in parenthesis) represents the level of significance for the correlations.

community relations), (r=.53 resolution), and (r=.51 communication) and moderately low with the remaining variable (r=.40 access). All of the correlations were significant at the .05 level.[2] Hence, the relationships among the variables were all significant.

Research Question Two

What is the relationship among the four variables of communication, involvement, participation, and resolution, and the fifth variable of access?

The findings related to this question are found in Table 4-2 and were based on a step-wise multiple regression analysis applied to determine the contribution of the four independent variables to the variance explained of the fifth variable--access.

The results of this statistical analysis indicated that communication predicted 22% of the variance (R^2) of access while resolution predicted another 12% of the variance. Participation and involvement predicted very small amounts of the variance explained. A total of 38% of the variance in access was explained cumulatively by the variables.

The data contained in Table 4-2 indicated that communication and resolution explained most of the variance that was explained for access. All of the variables were statistically significant but the

[2] Correlations found not to be significant at the .05 level will not be discussed in the text.

Table 4-2

Multiple Step-Wise Regression Analysis

Dependent Variable - Access (Personal)

Step Number	R Square	R Square Change	Beta	F-Test
1. Communication	.22	.22	.35	16.596**
2. Resolution	.34	.12	.25	14.494**
3. Participation	.38	.04	.25	11.357**
4. Involvement	.38	.00	-.03	8.379**

N = 64

* - Significant at .05 level

** - Significant at .01 level

relatively strong relationships existed between access and communication, resolution, and participation only. The relationship between access and involvement was weak. The correlations, presented in Table 4-1, indicate that communication and involvement correlated at .51, also resolution and participation correlated at the same level.

The results pertinent to an ancillary question are present in Table 4-3. This table represents data concerned with responses made by parents when reacting to a focused question which asked them to give their perceptions considering how other parents of that school might respond (global responses).[3] The data are related to the relationship among the four variables of communication, involvement, participation, and resolution and the fifth variable of access.

The results of this statistical analysis indicated that involvement predicted 10% of the variance of access while communication predicted 3%. Resolution and participation predicted very small amounts of the variance in access. The total amount of variance explained was 14%. The F-Test level for involvement was statistically significant at the .01 level while the .05 level of statistical significance was obtained by communication.

The data indicated the parents' perceived access to be related more to involvement than communication. Resolution and participation were of little importance. This finding seemed to indicate that

[3]Unless there is a specific reference made concerning global responses, all data presented will concern personal responses and findings.

Table 4-3

Multiple Step-Wise Regression Analysis

Dependent Variable - Access (Global)

Step Number	R Square	R Square Change	Beta	F-Test
1. Involvement	.10	.10	.29	7.635**
2. Communication	.13	.03	.14	4.150*
3. Resolution	.13	.005	.07	2.893
4. Participation	.14	.004	.05	2.164

N = 64

* - Significant at .05 level

** - Significant at .01 level

parents perceived access personally quite differently from their perception of access globally.

Research Question Three

What are the relationships (independently and in commination) among the five independent variables of access, communication, involvement, participation, and resolution and the overall parental perceptual measure of effective school-community relations?

The findings related to this question are found in Table 4-4 and were based on a step-wise multiple regression analysis applied to determine the contribution of the five independent variables to the variance of effective school-community relations.

The results of this statistical analysis indicated that communication predicted 49% of the variance of effective school-community relations. Resolution predicted 7% of the variance while participation and involvement predicted 1% of the variance each. Access did not step into the equation. The total amount of variance explained was 58%. The four variables that entered the equation received F-Test level scores that were statistically significant at the .01 level.

The data suggested that communication was extremely important as parents perceived an effective school-community relations program. Resolution was less important while participation and involvement were of little importance. Access received an F-level score

Table 4-4

Multiple Step-Wise Regression Analysis

Dependent Variable - School-Community Relations (Personal)

Step Number	R Square	R Square Change	Beta	F-Test
1. Communication	.49	.49	.57	56.284**
2. Resolution	.56	.07	.18	35.960**
3. Participation	.57	.01	.12	25.092**
4. Involvement	.58	.01	.09	18.733**
5. Access	F - Level Insufficient for Computation			

N = 64

* - Significant at .05 level

** - Significant at .01 level

insufficient to compute. A look at Table 4-2, however, indicated that communication predicted 22% of the variance of access. Therefore, it seemed plausible to postulate that communication might have predicted much of the variance that access could have explained regarding effective school-community relations.

An ancillary question concerning the same data as depicted in Table 4-4, but based upon responses to the more global question is found in Table 4-5. The results indicated that involvement predicted 14% of the variance of school-community relations. Communication predicted 7% of the variance of school-community relations. Resolution predicted 12% while participation and access predicted a very small amount of the variance of effective school-community relations. A total of 34% of the variance of effective school-community relations was explained. All five of the variables were significant at the .01 level.

The data seemed to indicate that involvement, communication, and resolution were important as parents perceived the effectiveness of the school-community relations program in a global sense. Participation and access were of little importance. This finding seemed to suggest that when schools are interested in all parents' views of the school-community relations program, involvement, communication, and resolution activities directed toward all parents might be stressed. Again this finding suggested that parents perceived effective school-community relations differently personally than when considering the same topic globally.

Table 4-5

Multiple Step-Wise Regression Analysis

Dependent Variable - School-Community Relations (Global)

Step Number	R Square	R Square Change	Beta	F-Test
1. Involvement	.14	.14	.33	9.546**
2. Communication	.21	.07	.34	7.762**
3. Resolution	.33	.12	.39	9.092**
4. Participation	.34	.01	-.12	6.999**
5. Access	.34	.00	.02	5.506**

N = 64

* - Significant at .05 level

** - Significant at .01 level

Tables displaying other global data may be found in Appendix F.

Research Question Four

What are the relationships (independently and in combination) among the five independent variables of access, communication, involvement, participation, and resolution and student achievement?

The findings related to this question are found in Tables 4-6 through 4-13 and were based on a step-wise multiple regression analysis applied to determine the contribution of the five independent variables to the variance in the eight measures of student achievement.

I.T.B.S. Reading Scores

The results of the statistical analysis found in Table 4-6 indicated that resolution predicted 7% of the variance of I.T.B.S. reading scores while access and involvement predicted 1% each. Participation and communication each predicted less than 1% of the variance. The total amount of variance explained of I.T.B.S. reading scores was 8%. None of the five variables received statistically significant F-Test level scores.

The data suggested that resolution was the only variable that related relatively strongly to I.T.B.S reading scores and explained most of the variance. Involvement related moderately to I.T.B.S. reading scores. The remaining three variables were of little importance.

Table 4-6

Multiple Step-Wise Regression Analysis

Dependent Variable - I.T.B.S. Reading Scores (Personal)

Step Number	R Square	R Square Change	Beta	F-Test
1. Resolution	.07	.07	.25	4.000
2. Access	.08	.01	-.01	2.566
3. Involvement	.09	.01	.18	1.907
4. Participation	.10	.003	.08	1.448
5. Communication	.10	.002	.01	1.686

N = 64

* - Significant at .05 level

** - Significant at .01 level

I.T.B.S. Language Scores

The results of the statistical analysis found in Table 4-7 indicated that resolution predicted 8% of the variance of I.T.B.S. language scores. Involvement, communication, and participation collectively predicted 1% of the variance. Access did not step into the equation. The total amount of variance explained of I.T.B.S language scores was 9%.

Resolution received an F-Test level score that was statistically significant at the .05 level. The remaining three variables that entered the equation were not statistically significant.

The data suggested that resolution was the only variable that related relatively strongly and statistically significant to I.T.B.S. language scores and explained most of the variance. Involvement related moderately to I.T.B.S. language scores while the two remaining variables were weakly and negatively related to I.T.B.S. language scores.

I.T.B.S. Mathematics Scores

The results of the statistical analysis found in Table 4-8 indicated that resolution predicted 18% of the variance of I.T.B.S. mathematics scores while involvement and communication predicted less than 1% of the variance collectively. Participation and access did not enter the equation. The total amount of variance explained of I.T.B.S. mathematics scores was 18%.

Table 4-7

Multiple Step-Wise Regression Analysis

Dependent Variable - I.T.B.S. Language Scores

Step Number	R Square	R Square Change	Beta	F-Test
1. Resolution	.08	.08	.26	5.065*
2. Involvement	.08	.002	.13	2.558
3. Communication	.08	.005	-.08	1.776
4. Participation	.09	.003	-.06	1.350
5. Access	F - Level Insufficient for Computation			

N = 64

* - Significant at .05 level

** - Significant at .01 level

Table 4-8

Multiple Step-Wise Regression Analysis

Dependent Variable - I.T.B.S. Mathematics Scores

Step Number	R Square	R Square Change	Beta	F-Test
1. Resolution	.18	.18	.46	12.745**
2. Involvement	.18	.003	-.08	6.406**
3. Communication	.18	.0004	.02	4.207**
4. Participation	F - Level Insufficient for Computation			
5. Access	F - Level Insufficient for Computation			

N = 64

* - Significant at .05 level

** - Significant at .01 level

Resolution, involvement, and communication received F-Test level scores that were statistically significant at the .01 level.

The data suggested that resolution explained almost all of the variance accounted for of I.T.B.S. mathematics scores and was statistically significant. Involvement and communication were statistically significant but collectively explained less than 1% of the variance.

I.T.B.S. Cumulative Scores

The I.T.B.S. cumulative scores were obtained by aggregating the I.T.B.S. reading, language, and mathematics scores. The results of the statistical analysis found in Table 4-9 indicated that resolution predicted 13% of the variance of I.T.B.S. cumulative scores while access, involvement, communication, and participation collectively predicted 1% of the variance. The total amount of variance explained of I.T.B.S. cumulative scores was 14%.

Resolution received an F-Test level score that was statistically significant at the .01 level. Access and involvement were scored statistically significant at the .05 level. Communication and participation were not statistically significant.

The data suggested that resolution explained almost all of the variance accounted for of I.T.B.S. cumulative scores. Resolution was relatively strong in its relationship to I.T.B.S. cumulative scores and was statistically significant at the .01 level. Access and involvement were statistically significant but weakly related to

Table 4-9

Multiple Step-Wise Regression Analysis

Dependent Variable - I.T.B.S. Cumulative Scores

Step Number	R Square	R Square Change	Beta	F-Test
1. Resolution	.13	.13	.37	8.719**
2. Access	.13	.002	-.03	4.365*
3. Involvement	.13	.001	.09	2.880*
4. Communication	.14	.002	-.06	2.158
5. Participation	.14	.002	.00	1.719

N = 64

* - Significant at .05 level

** - Significant at .01 level

I.T.B.S. cumulative scores while explaining very little of the variance. Communication and participation were of little importance.

Reading Grades

The results of the statistical analysis found in Table 4-10 indicated that resolution predicted 15% of the variance of reading grades. Access predicted 5% of the variance while communication and participation combined to predict 1% of the variance. Involvement predicted none of the variance. The total amount of variance explained of reading grades was 21%.

Resolution, access, communication, and participation received F-Test level scores that were statistically significant at the .01 level. Involvement was statistically significant at the .05 level.

The data suggested to the researcher that resolution explained much of the variance accounted for of reading grades. Access explained 5% of the variance. While being statistically significant, the relationship between access and reading grades was relatively strong but negative. Communication was moderately related to reading grades while being statistically significant but explained little of the variance. Participation was moderately but negatively related to reading grades while being statistically significant but explained little of the variance. Involvement was weakly related to reading grades while being statistically significant but explained none of the variance. These findings suggested that resolution was an important variable in parents' perceptions and its impact on reading

Table 4-10

Multiple Step-Wise Regression Analysis

Dependent Variable - Reading Grades (Personal)

Step Number	R Square	R Square Change	Beta	F-Test
1. Resolution	.15	.15	.54	10.283**
2. Access	.20	.05	-.26	6.990**
3. Communication	.21	.009	.13	4.817**
4. Participation	.21	.008	-.11	3.748**
5. Involvement	.21	.00	.02	2.948*

N = 64

* - Significant at .05 level

** - Significant at .01 level

grades. Access appeared to be less important but had an inverse relationship with reading grades. Communication, participation, and involvement were of little importance in explaining any of the variance of reading grades but were all statistically significant.

Language Grades

The results of the statistical analysis found in Table 4-11 indicated that resolution predicted 14% of the variance of language grades. Communication predicted 2% of the variance while involvement and access each predicted 1% of the variance. Participation predicted none of the variance. The total amount of variance explained of language grades was 18%.

Resolution and involvement received F-Test level scores that were statistically significant at the .01 level. Communication, access, and participation were statistically significant at the .05 level.

The data suggested to the researcher that resolution explained much of the variance accounted for of language grades. Resolution was relatively strong in its relationship to language grades and was statistically significant. Involvement and access were moderately but negatively related to language grades and were statistically significant but explained small amounts of the variance. Communication was moderately related to language grades and statistically significant but explained a small amount of the variance. Although statistically significant participation was weakly related to language

Table 4-11

Multiple Step-Wise Regression Analysis

Dependent Variable - Language Grades (Personal)

Step Number	R Square	R Square Change	Beta	F-Test
1. Resolution	.14	.14	.48	9.402**
2. Involvement	.15	.01	-.23	5.022**
3. Communication	.17	.02	.22	3.896*
4. Access	.18	.01	-.11	3.023*
5. Participation	.18	.00	.02	2.378*

N = 64

* - Significant at .05 level

** - Significant at .01 level

grades and explained very little of the variance. These findings suggested that resolution was an important variable in parents' perceptions and its impact on language grades. Access and involvement appeared to be of less importance but both had inverse relationships to language grades. Communication was of little importance in explaining the variance of language grades but was moderately related. Participation though statistically significant contributed very little in explaining the variance of language grades and was weakly related.

Mathematics Grades

The results of the statistical analysis found in Table 4-12 indicated that resolution predicted 13% of the variance of mathematics grades. Communication predicted 2% of the variance while access and involvement each predicted 1% of the variance. Participation predicted less than 1% of the variance. The total amount of variance explained of mathematics grades was 18%.

Resolution received an F-Test level score that was statistically significant at the .01 level. Access, communication, and involvement were statistically significant at the .05 level. Participation was not statistically significant to mathematics grades.

The data suggested to the researcher that resolution explained much of the variance accounted for of mathematics grades. Resolution was relatively strong in its relationship to mathematics grades and was statistically significant. Access and involvement were moderately

Table 4-12

Multiple Step-Wise Regression Analysis

Dependent Variable - Mathematics Grades

Step Number	R Square	R Square Change	Beta	F-Test
1. Resolution	.13	.13	.47	8.305**
2. Access	.14	.01	-.19	4.642*
3. Communication	.16	.02	.23	3.642*
4. Involvement	.17	.01	-.10	2.858*
5. Participation	.18	.003	-.07	2.294

N = 64

* - Significant at .05 level

** - Significant at .01 level

but negatively related to mathematics grades and were statistically significant but explained small amounts of the variance. Communication was moderately related to mathematics grades and statistically significant but explained a small amount of the variance. Participation was weakly but negatively related to mathematics grades, explained very little of the variance, and was not statistically significant. These findings suggested that resolution was an important variable in parents' perceptions and its impact on mathematics grades. Access and involvement appeared to be of less importance but both had inverse relationships to mathematics grades. Communication was of little importance in explaining the variance of mathematics grades but was moderately related. Participation explained very little of the variance of mathematics grades and was weakly but negatively related.

Cumulative Grades

The cumulative grades were obtained by aggregating the reading, language, and mathematics grades. The results of the statistical analysis found in Table 4-13 indicated that resolution predicted 18% of the variance of cumulative grades. Access and communication each predicted 2% while involvement predicted 1%. Participation predicted less than 1% of the variance. The total amount of variance explained of cumulative grades was 24%.

Resolution, access, communication, and involvement received F-Test level scores that were statistically significant at the .01

Table 4-13

Multiple Step-Wise Regression Analysis

Dependent Variable - Cumulative Grades

Step Number	R Square	R Square Change	Beta	F-Test
1. Resolution	.18	.18	.56	12.432**
2. Access	.20	.02	-.22	7.086**
3. Communication	.22	.02	.23	5.232**
4. Involvement	.23	.01	-.15	4.186**
5. Participation	.24	.001	-.05	3.310

N = 64

* - Significant at .05 level

** - Significant at .01 level

level. Participation was not statistically significant to cumulative grades.

The data suggested to the researcher that resolution explained much of the variance accounted for of cumulative grades. Resolution was relatively strong in its relationship to cumulative grades and was statistically significant. Access and involvement were moderately but negatively related to cumulative grades and were statistically significant but explained small amounts of the variance. Communication was moderately related to cumulative grades and statistically significant but explained a small amount of the variance. Participation was weakly but negatively related to cumulative grades, explained very little of the variance, and was not statistically significant.

Research Question Five

What is the relationship between effective school-community relations and student achievement?

The findings related to this question found in Table 4-14 were based on coefficients of correlations between effective school-community relations and I.T.B.S. reading, language, mathematics, and cumulative scores and reading, language, mathematics, and cumulative grades.

The data indicated that only language grades and cumulative grades correlated significantly at the .05 level with effective

Table 4-14

Correlations Between School-Community Relations and Different Measures of Student Achievement (Personal)

	I.T.B.S. Reading	I.T.B.S. Language	I.T.B.S. Mathematics	I.T.B.S. Cumulative	Grade Reading	Grade Language	Grade Mathematics	Grade Cumulative
School-Community Relations	-.01	.11	.19	.12	.16	.26	.11	.21
	(.486)	(.185)	(.063)	(.172)	(.111)	(.019)	(.201)	(.049)

N = 64

The top number in each box represents the Pearson Correlations.

The number (in parenthesis) represents the level of significance for the correlations.

school-community relations.[5] These findings suggested that the impact of effective school-community relations as an aggregate factor was very low and mostly not significant.

Summary

The findings from Research Question One indicated that the correlations among all of the variables were significant. The correlations with effective school-community relations ranged from moderately low to high. Communication appeared to be an important variable as it related with effective school-community relations. Involvement appeared to be an important variable also correlating with the other variables from moderately low to moderately high.

The findings from Research Question Two indicated that communication and resolution explained most of the variance of access. All of the variables were statistically significant as they related to access. Communication accounted for most of the variance of access though only 38% of the total variance of access was explained by the cumulative impact of the four variables.

The findings from the ancillary question (global) associated with Research Question Two indicated that involvement explained most

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[5] An increase in sample size would probably cause all of the correlations, with the exception of I.T.B.S. reading scores, to reach the .05 level of significance.

of the variance of access. This finding appeared to indicate that parents viewed personal and global questions differently.

The findings from Research Question Three indicated that communication explained the largest amount of the variance of effective school-community relations. All of the variables that entered the equation related significantly with effective school-community relations at the .01 level.

The finding from the ancillary question (global) associated with Research Question Three indicated that involvement and resolution explained most of the variance of effective school-community relations. This finding reinforces the impression that parents viewed questions differently for themselves (personal) than when responding for parents at large (global).

The findings from Research Question Four indicated that resolution explained most of the variance that was accounted for of all eight measures of student achievement. None of the other variables explained much of the variance. None of the variables were statistically significant in interaction with I.T.B.S. reading scores. Only resolution was statistically significant with I.T.B.S. language scores. Resolution, involvement, and communication were statistically significant with I.T.B.S. mathematics scores. Resolution, access, and involvement were statistically significant with I.T.B.S. cumulative scores. All of the variables were statistically significant with reading and language grades. All of the variables except

participation were statistically significant with mathematics and cumulative grades.

The findings from Research Question Five indicated that only language grades and cumulative grades correlated significantly with effective school-community relations.

PATH ANALYSIS

Based on previous theoretical work, Bartels[6] suggested that resolution might serve as an outcome and a process. She recommended further research to investigate the proper placement of resolution in its interaction with the other processes.

The research findings from Research Question Four led the researcher to investigate the use of path analysis in analyzing the impact of resolution on student achievement. Resolution appeared to be by far the most important variable, explaining the largest part of the variance of all measures of student achievement. Therefore, it was suggested that resolution might serve as an intervening variable mediating the impact of the other four variables on measures of student achievement.

The path model developed for this research study shown in Figure 4-1 was assumed to be recursive (involving only one-way causation). The path model represents a graphic display of the order

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[6] Bartels, L. I. Supports and constraints to home-school-community relations in an urban inner-city school. Doctoral dissertation, University of Wisconsin-Madison, 1977, pp. 368-373.

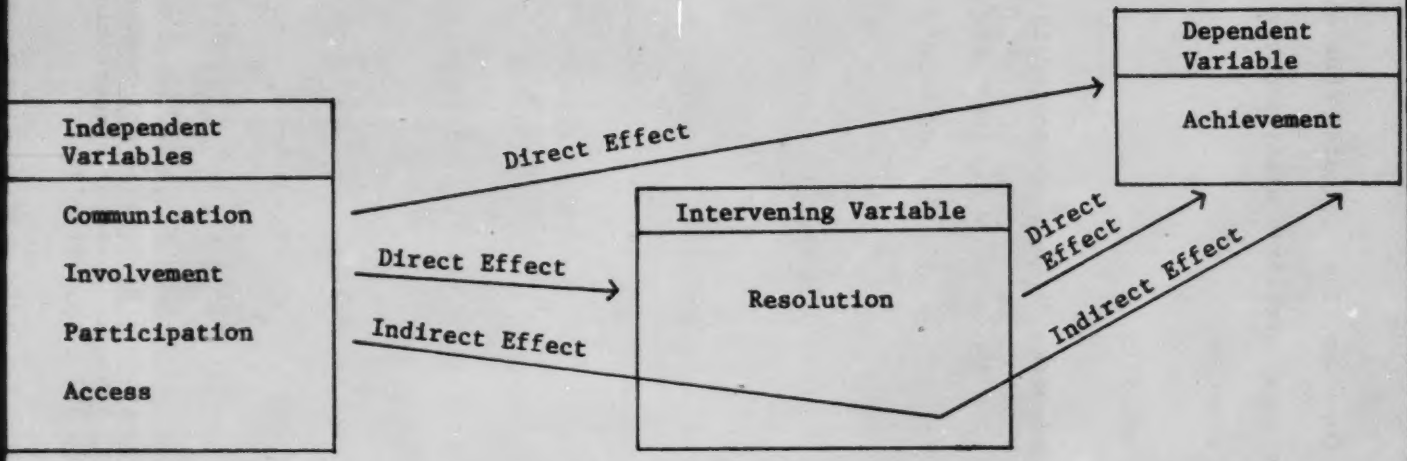


FIGURE 4-1. Schematic Representations of Conceptual Relationships Among Home-School-Community Relations Variables and Student Achievement.

in which variables are assumed to affect one another. The model presents a schematic representation of what is assumed to be the conceptual relationships among the variables. The direction of these relationships are indicated by the arrows. The data in Figure 4-1 indicates that the four independent variables have a direct effect on achievement and are mediated by resolution to impact upon achievement (indirect effect). The results from this investigation are grounded in the assumption that the relationships are linear and additive, thus they can be represented by linear equations. The model does not suggest reciprocal effects among the variables, thereby allowing the use of least square regressions.

Each of the four independent variables is regressed upon the intervening variable. Each dependent variable is first regressed on the independent variables and then on both the independent and intervening variables. The former regressions assess the total effects of the four independent variables on achievement. The latter regressions yield direct influences on achievement of the independent and intervening variables. The effects are judged substantively significant if the magnitude of the standardized coefficient is larger than .10. A standardized coefficient is judged to be statistically significant if its magnitude is greater than twice the standard error.

Findings

The data related to the path analysis findings are presented in a tabular format. The Sample Table A represents the format for the displaying of this data. The letter "A" represents the beta weights of the independent variables which indicate the strength of the relationship between the independent variables (communication and involvement) and resolution. The R^2 value is represented by "B" which indicates the amount of variance explained of resolution by the independent variables. The total effects of the independent variables (communication and involvement) on the dependent variable (I.T.B.S. Reading or I.T.B.S. Language) is represented by "C". The direct influences on achievement measures (I.T.B.S. Reading or I.T.B.S. Language) of the independent and intervening variable (resolution) is represented by "D". The difference between "C" and "D" indicates the influence the intervening variable has on the independent variables. The amount of variation explained of the dependent variable by the independent variables is represented by "E". The "F" represents the amount of variance explained of the dependent variable by the independent variables and the intervening variable. The difference between "E" and "F" indicates the amount of variance explained of the dependent variance when the intervening variable is introduced into the equation.

SAMPLE TABLE A

Independent Variables	Intervening Variable	Dependent Variables	
	Resolution	I. T. Reading	B. S. Language
Communication	A^1	C^1 D^1	C^1 D^1
Involvement	A^2	C^2 D^2	C^2 D^2
Resolution		D^3	D^3
R^2	B	E^1 F^1	E^1 F^2

Resolution - Direct Effect

An examination of the resulting data, found in Table 4-15 indicates that communication was significantly, sustantively, and statistically related to resolution. The direction of the relationship indicated that as communication decreased, resolution increased. A strong relationship existed between involvement and resolution and as involvement increased, resolution also increased. The relationship of participation to resolution was a weaker one but as participation increased, resolution increased. Access (b=.26) related significantly to resolution and as access increased, resolution increased.

A presentation of the relationships among the independent, intervening, and dependent variables follows.

I.T.B.S. - Reading

Communication decreased (b=-.11) as I.T.B.S. reading scores increased; however, this effect is somewhat mediated (b=-.06) by resolution. As involvement increased, (b=.29) I.T.B.S. reading scores increased; this effect is reduced (b=.18) by the mediating effects of resolution. In the cases of both participation and access, as they decreased, I.T.B.S. reading scores increased. This effect continued in the same direction with the introduction of resolution into the equation. As resolution increased, I.T.B.S. reading scores increased; also the amount of variance explained doubled (R^2=.05 to R^2=.10) when resolution was introduced into the equation.

Table 4-15

Standardized Coefficients of a Model of Home-School-Community Relations with Resolution Introduced as an Intervening Variable[b]

Independent Variables	Intervening Variable	Dependent Variables[c]							
		I.T.B.S.				Grades			
	Resolution	Reading	Language	Mathematics	Cumulative	Reading	Language	Mathematics	Cumulative
Communication	-.18*	-.11 -.06	-.12 -.03	-.06 -.02	-.13 -.06	.03 .13	.14 .22	.14 .23	.13 .23
Involvement	.40*	.29 .18	.23 .13	.10 -.08	.23 .09	.19 -.02	-.04 -.23	.09 -.10	.07 -.15
Participation	.19	-.02 -.07	-.01 -.06	.09 .00	.02 -.05	-.01 -.11	.11 .02	.02 -.07	.06 -.05
Access	.26*	-.08 -.15	.06 -.01	.12 .00	.06 -.03	-.12 -.27	.01 -.11	-.07 -.19	-.08 -.22
Resolution		.27	.27	.46	.37	.54*	.48	.47*	.56*
R^2	.37	.05 .10	.04 .09	.05 .18	.05 .14	.03 .21	.03 .18	.03 .18	.04 .23

[a] N = 64

[b] - Standardized coefficients are also referred to as beta weights.

[c] - For each dependent variable, the left-most column presents total effects; others present net effects as the intervening variable is introduced into the model.

* - Coefficient at least twice as large in absolute value as its estimated standard error and above .10.

I.T.B.S. - Language

As communication decreased (b=-.12), I.T.B.S. language scores increased; this effect reversed slightly (b=-.08) when resolution entered the equation. I.T.B.S. language scores increased as involvement increased (b=.23), however, this effect was reduced (b=.13) as resolution impacted on the relationship. As participation decreased (b=-.01), I.T.B.S. language score increased; the strength of this negative relationship increased slightly (b=-.06) with the introduction of resolution into the equation. As access increased (b=-.06), I.T.B.S. language scores increased; however, resolution reduced this relationship and with its introduction into the equation, access decreased (b=-.01) as I.T.B.S. language scores increased. As resolution increased, I.T.B.S. language scores increased; also the amount of variance explained doubled (R^2=.04 to R^2=.09) when resolution was introduced into the equation.

I.T.B.S. - Mathematics

As communication decreased (b=-.06), I.T.B.S. mathematics scores increased; however, the introduction of resolution into the equation caused the direction of the effect to change to slightly positive (b=.02). As involvement increased (b=.10), I.T.B.S. math scores increased. However, resolution reduced this effect so that the direction of the relationship became negative (b=-.08). As participation increased (b=.09), I.T.B.S. math scores increased. The introduction of resolution into the equation suppressed the

relationship to the point that the impact of participation disappeared (b=.00). The same situation existed among access, I.T.B.S. math scores and resolution. The effect of resolution on I.T.B.S. math scores was strong and positive; also the amount of variance explained more than tripled (R^2=.05 to R^2=.18) when resolution was introduced into the equation.

I.T.B.S. - Cumulative

As communication decreased (b=-.13), I.T.B.S. cumulative scores increased; resolution impacted to lessen (b=-.06) this negative effect. As involvement increased (b=.23), I.T.B.S. cumulative scores increased but when resolution was introduced into the equation, its impact reduced the strength (b=.09) of this relationship. Both participation (b=.02) and access (b=.06) had weak but positive relationships with I.T.B.S. cumulative scores; however, when resolution was introduced into the equation the impact became slightly negative for both variables--participation (b=-.05)--access (b=-.03). Resolution had a positive impact on I.T.B.S. cumulative scores and the amount of variance explained nearly tripled (R^2=.05 to R^2=.14) with its inclusion into the equation.

It seemed clear that resolution suppressed the relationships between the various I.T.B.S. achievement scores and the four independent variables. Resolution impacted positively with all I.T.B.S. measures of achievement, and the amount of variance explained at least doubled when resolution was introduced into the equations.

The following section of the chapter focuses on relationships among the independent variables of communication, involvement, participation, and access, the intervening variable of resolution, and the dependent variables of reading, language, mathematics, and cumulative grades.

Reading Grades

Communication had a weak (b=.03) but positive relationship with reading grades and resolution reinforced this relationship (b=.13) by strengthening it. As involvement increased (b=.19), reading grades increased but when resolution was introduced into the equation, the relationship was suppressed (b=-.02) and became slightly negative. Participation had a very weak, negative relationship (b=-.01) with reading grades and when resolution was introduced into the equation, the negative relationship continued and gained magnitude (b=-.11) in a negative direction. As access decreased (b=-.12), reading grades increased and when resolution was introduced into the equation, the negative magnitude (b=-.27) became greater. Resolution related significantly with reading grades (b=.54). The relationship was a strong, positive one, and when resolution was introduced into the equation, the amount of variance explained was seven times its value without resolution in the equation.

Language Grades

Communication had a moderate, positive relationship (b=.14) with language grades and resolution reinforced (b=.22) this relationship. Involvement had a weak, negative relationship (b=-.04) with language grades, and when resolution was introduced into the equation, the negative relationship was strengthened (b=-.23). As participation increased (b=.11), language grades increased, but this relationship was suppressed (b=.02) when resolution entered the equation. Access had a very weak, positive relationship (b=.01) with language grades, but resolution suppressed this effect (b=-.11) and the relationship became negative. Resolution had a strong relationship with language grades and the amount of variance explained increased from (R^2=.03 to R^2=.18) when resolution was introduced into the equation.

Mathematics Grades

Communication had a moderately positive relationship (b=.14) with math grades and the magnitude was strengthened (b=.23) when resolution was introduced into the equation. As involvement increased (b=.09), math grades increased; however, the introduction of resolution into the equation suppressed this relationship (b=-.10) and the effect became negative. Participation had a weak but positive relationship (b=.02) with math grades; however, when resolution was introduced into the equation, the relationship was suppressed (b=-.07) and the effect became slightly negative. As

access decreased (b=-.07), math grades decreased and the introduction of resolution into the equation impacted to increase (b=-.19) the negative effects. Resolution related significantly with math grades (b=.47). The relationship was strong and positive and when resolution was introduced into the equation, the amount of variance explained was six times its value without resolution in the equation.

Cumulative Grades

Communication had a moderately positive relationship (b=.13) with cumulative grades and when resolution was introduced into the equation the positive relationship (b=.23) was reinforced. As involvement increased (b=.07), cumulative grades increased; however, resolution suppressed this relationship (b=-.15) to the point where the effects became moderately negative. The same was true in the case of participation (b=.06) and cumulative grades but resolution suppressed the impact of participation (b=-.15) to a lesser extent. As access decreased (b=-.08), cumulative grades increased and when resolution was introduced into the equation the impact of the effects increased (b=-.22) in a negative direction. Resolution related significantly with cumulative grades (b=.56). The relationship was a positive, strong one, and when resolution was introduced into the equation, the explained variance was close to six times its value without resolution in the equation.

It seemed clear that resolution mediated the effects of communication so that its impact on all of the grade measures was increased.

However, resolution suppressed the relationships between letter grades and involvement, participation, and access. Resolution impacted positively with all grade measures and the amount of variance explained increased at least five times in strength when resolution was introduced into the equation.

Summary

The path analysis data indicated that resolution had a strong, positive relationship with all measures of student achievement. Resolution mediated the impact of the four independent variables in every instance. The impact of communication on student achievement was reinforced by the introduction of resolution into the equations. However, resolution mediated the effects of involvement, participation, and access on student achievement in a negative direction. Communication, involvement, and access were substantively and statistically significant regarding resolution. This would indicate that the strength of those relationships ranged from moderate to relatively strong.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents a brief recapitulation of the literature and research, the purpose of the study, the conceptual framework, the research questions, the methodology, the case study, and the findings. In addition, this chapter discusses the theoretical conclusions, recommendations for further research, and practical applications.

LITERATURE AND RESEARCH

Most of the literature and research presented in Chapter I indicated that the relationship between school-community relations and student achievement was positive. The literature appeared to be grounded in the basic assumption that the more one is exposed to the school, the more one will like what takes place at the school. The research cited appeared to use varying measures of student achievement which lacked consistency. The lack of specificity in respect to the methodology utilized in much of the research would hamper replication. Also, some conceptual confusion was noted in much of the research in that the concepts of involvement and participation were used interchangeably. Operational definitions of involvement and participation were not always clear.

PURPOSE OF THE STUDY

The purpose of this study (as stated in Chapter II) was to shed light on three basic questions. First, how do the five variables of access, communication, involvement, participation, and resolution interact with a measure of effective school-community relations? Second, how do the five variables relate to measures of student achievement? Third, what is the relationship among the four variables of communication, involvement, participation, and resolution, and the fifth variable, access?

A brief review of the findings associated with the basic questions will be discussed later in this chapter.

CONCEPTUAL FRAMEWORK

Utilizing "A Programmatic Model for Home-School-Community Relations," the study identified programmatic and nonprogrammatic activities in operation at the school under investigation. These activities were separated into the categories of communication, involvement, participation, resolution, and access activities, and were discussed as such.

RESEARCH QUESTIONS

The study addressed itself to five research questions:

1. What are the relationships among the five variables of access, communication, involvement, participation, and resolution

in effective school-community relations?

The range of correlations noted was from low to high, with the lowest being between communication and resolution and the highest being between communication and effective school-community relations.

2. What is the relationship among the four variables of communication, involvement, participation, and resolution, and the fifth variable, access?

Communication predicted most of the variance explained of access.

3. What are the relationships among the five variables and effective school-community relations?

Communciation predicted over half of the variance explained of effective school-community relations.

4. What are the relationships among the five variables and student achievement?

Resolution was the variable that explained most of the variance of student achievement.

5. What is the relationship between effective school-community relations and student achievement?

Language grades and cumulative grades correlated significantly with effective school-community relations.

In addition, path analysis was used to explore the strength of resolution as it impacted on student achievement. Resolution

appeared to serve as an intervening variable and mediated the effects of the remaining four variables as they impacted on student achievement.

METHODOLOGY

The methodology employed in this research was open-ended and focused on interviewing. The instrument used for interviewing was tested and found to be valid and reliable. The data obtained were subjected to the statistical techniques of correlation and regression analyses. The field method of participant observation was used to gather background information and current data regarding the school-community relations program at the school investigated in this research.

CASE STUDY

Chapter III presented a case study of Harry S. Truman School which was located near a public housing complex in the large industrial city of Nichols City. The school served an all Black population of 628 students, kindergarten through grade eight. The school staff was stable with a Black-White ratio of 3:1 and a female-male ratio of 4:1. The staff exhibited a unity of purpose that appeared genuine. A wide variety of activities were carried on at the school which generated a general "open door" policy where parents were made to feel welcome. The school sought to involve parents, students, former students, and senior citizens in

many of the school's activities. Many of the teacher aides employed at the school lived in the immediate neighborhood and appeared to serve as vital communication links to the community. Other noncertificated personnel such as secretaries, custodians, and cafeteria workers appeared to play important parts in furthering the "open door" policy and in providing informal counseling services.

Most of the formal written communication between the school and the home was generated from the principal's office. These communications contained a tear-off portion at the bottom for parents' comments which provided the written messages with a feedback mechanism. The telephone provided the most widely used method of communication between the home and the school.

Involvement activities for parents included:

1. volunteering to supervise field trips,
2. assisting at various sales held at the school,
3. serving as a room parent,
4. serving on committees, and
5. providing donations for various activities.

Most parents were willing to make donations and supervise field trips; however, the involvement dropped off sharply when large blocks of time commitments were requested by the school.

Participation activities for parents were confined mainly to serving on Parent Advisory Committees (P.A.C.). Most decisions on policy issues were made by the professional staff with parents serving as ratifying agents.

The resolution of conflict and problem solving was handled in a low-keyed manner which reflected the leadership style of the principal. Most of these types of concerns involved individual problems, such as classroom assignments or discipline matters. Parents were given the opportunity to make suggestions for the resolution of these matters. Most parents expressed the feeling that they played a significant role in this process.

Access was gained mainly through the principal. While most parents perceived the availability of access to the school with their concerns, few parents actually utilized the perceived option.

FINDINGS

Using a step-wise regression analysis, an attempt was made to determine the amount of variance in effective school-community relations explained by the five variables of communication, involvement, participation, access, and resolution. Communication explained 49% of the variance of effective school-community relations. Resolution explained 12% of the variance of effective school-community relations while participation and involvement

explained less than 5%. Although access did not enter the equation, an explanation might be found in that communication explained 22% of the variance accounted for by access. This would suggest that communication may account for the variance that access might have explained for effective school-community relations.

The primary implication of this finding is that an effective school-community relations program requires a high level of communication activities designed to transmit information to the school's subpublics. One-way and two-way communication mechanisms should be considered which might increase the likelihood that both the school's message and the community's response will be correctly received.

In the school chosen for this study, opportunities and mechanisms for employing problem-solving techniques seemed important in developing and maintaining an effective school-community relations program. The leadership style of the school's principal was of major importance in setting the tone for such activities. Most resolution concerns revolved around individual problems and not group concerns. Involvement, participation, and access seemed to be of little importance in parent's perceptions of an effective school-community relations program.

Eight measures of student achievement were gathered and the statistical analysis indicated that resolution explained the largest amount of the variance accounted for in every case. The range of

variance explained was from 7% (for I.T.B.S. reading scores) to 18% (for I.T.B.S. mathematics scores and cumulative grades). Of the remaining variables only access explained as much as 5% of the variance for any measure of student achievement. It seemed clear from the analysis that resolution was the most important variable in the equation in explaining amounts of variance in student achievement. The other variables were of little importance.

School-community relations was significantly correlated with only two of the eight measures of student achievement, namely language grades and cumulative grades. It seemed that with respect to student achievement, parent perceptions of effective school-community relations had very little impact.

The test-retest correlations for global responses were all significant at the .01 level, with the correlations ranging from (.84) to (.89). When student achievement measures were utilized as dependent variables, the independent variables of communication, involvement, participation, resolution, and access collectively never accounted for more than 8% of the explained variance for any of the dependent variables. The data suggested that parents perceived the personal school-community relations variables quite differently from the global school-community relations variables. This finding was consistent for all of the global responses. Therefore, it seemed plausible to conclude that when

a school seeks global responses concerning effective school-community relations, the interaction among the variables is quite different from when a school seems to relate to parents individually.

Path analysis suggested that resolution was a very important variable and mediated the effects of communication, involvement, participation, and access on student achievement. The amount of variance explained when resolution was entered in the equations always increased. This amount of increase ranged from two times as much of the variance explained for I.T.B.S. reading and language scores to seven times for reading grades. The data also indicated that resolution served as an intervening variable with communication, involvement, participation, and access acting as independent variables and the eight measures of student achievement serving as dependent variables.

THEORETICAL CONCLUSIONS

The research study was conducted as part of a larger research effort of the Home-School-Community Relations Project at the Wisconsin Research and Development Center for Individualized Schooling. The Programmatic Model for Home-School-Community Relations developed by the project was utilized as an organizing rationale for describing and interpreting the school-community relations program at Truman School.

Resolution

The nominal definition of resolution utilized in the research study was that resolution is a process of the home-school-community relations model which is designed to solve problems and to reduce actual or potential conflict among the home, the school, and the community. The definition implied that resolution involved individual and group concerns. However, the findings of the study suggested that group concerns were seldom present at Truman School. Most of the concerns of parents were expressed as individual problems that involved a particular child. Parents viewed themselves as playing a meaningful role in solving problems because staff members sought their opinions and often utilized them.

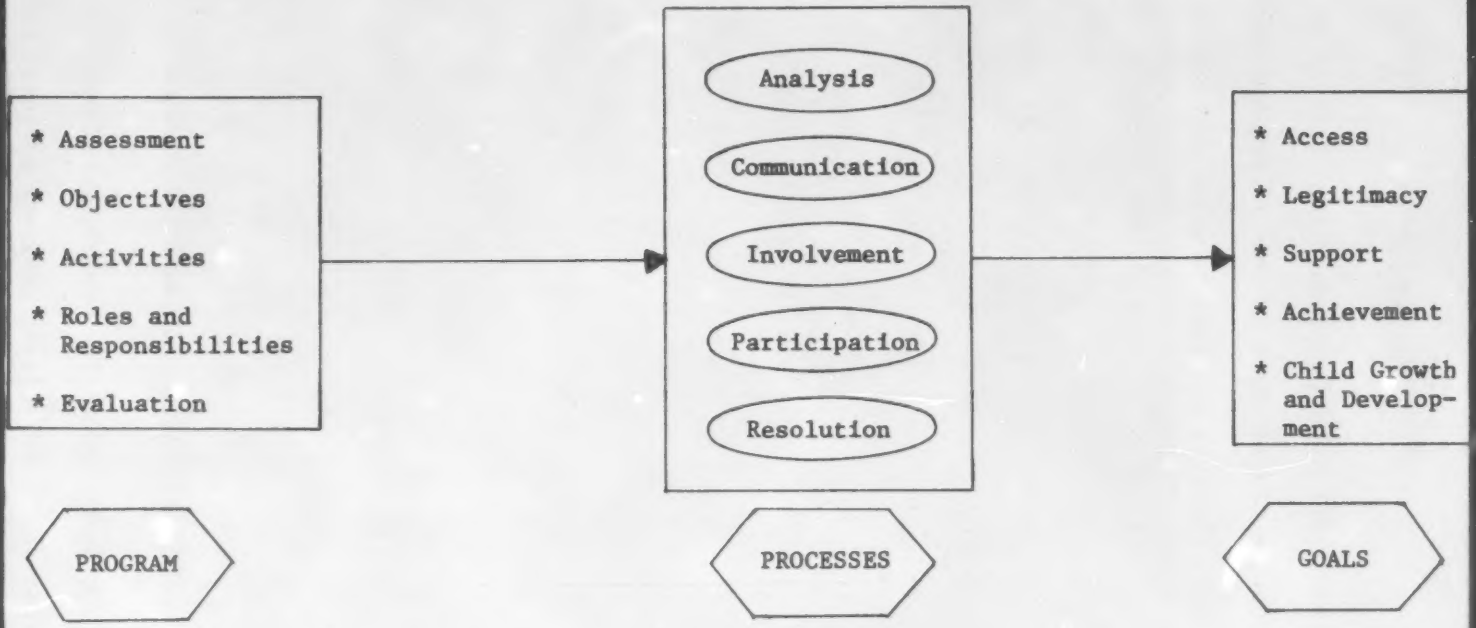
Group concerns that might have been solved by the use of resolution activities were seldom raised. Therefore, it seemed that some other type of model might be operative when the school or parents sought to initiate changes concerning policy that applied to all of the students at the school. This led to the possible existence of a policy outcome model for school-community relations based on resolution at Truman School being highly individualized with group concerns seldom being expressed.

Refinement of the Model

The Programmatic Model for Home-School-Community Relations shown in Figure 2-1 consisted of program, process, and goal

FIGURE 5-1

A PROGRAMMATIC MODEL FOR HOME-SCHOOL-COMMUNITY RELATIONS



Developed by B. Dean Bowles, Marvin J. Fruth, Lois I. Bartels, M. Lynn Karges, and Hillel I. Raskas. Home-School-Community Relations Project, Wisconsin Research and Development Center for Cognitive Learning, Madison, Wisconsin, 1976.

elements. Use of the model in the study suggested modifications for refinement which are illustrated in Figure 5-2. Discussion of recommendations for changes in the model follows.

Program Elements

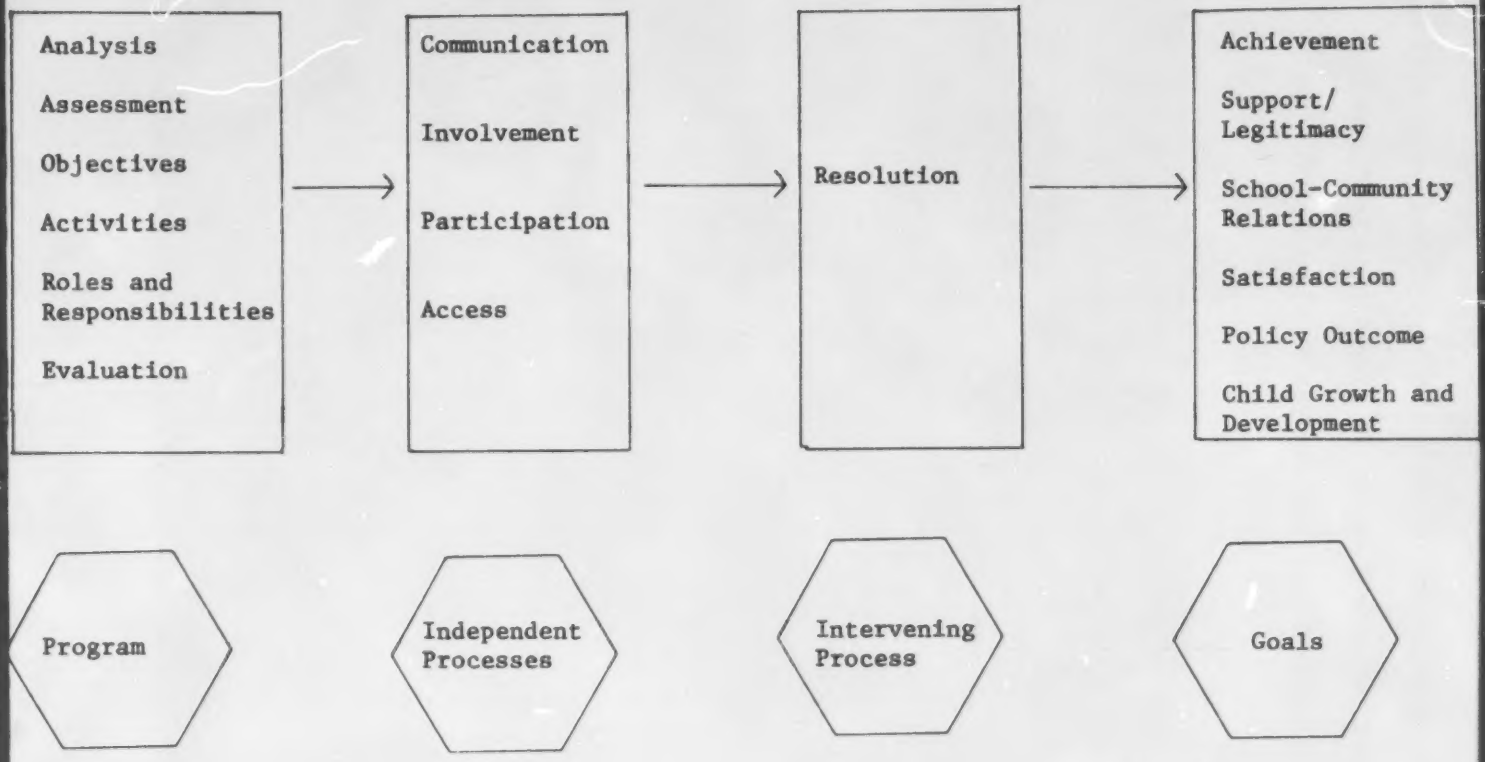
The process of analysis was not considered by the present study because it is normally an activity carried out by school personnel. Therefore, it was reasoned that parents would have had limited, if any, experience at taking part in analysis activities. Since the program elements in the model are activities performed by school personnel, it is recommended that analysis be considered as a program element. Future research should investigate further the proper placement of analysis in the model.

Independent Process Elements

Communication, involvement, participation, and access were identified as independent processes facilitated by the use of activities to obtain the goal of student achievement. These four processes explained a small amount of the variance of the eight measures of student achievement. Communication, involvement, and participation were retained in their original order in the revised model. As access appeared to be a useful process when the goal of the school-community relations program was student achievement,

FIGURE 5-2

A PROGRAMMATIC MODEL FOR HOME-SCHOOL-COMMUNITY RELATIONS
(Revised)



it is recommended that access be identified as an independent process of effective school-community relations as shown in Figure 5-2, the revised model.

Intervening Process Element

An intervening process mediates the effects of the primary processes on the goal elements in the model. Resolution was identified in this study as a process which mediated the effects of the four remaining processes on student achievement. It appeared that resolution was related to the leadership style of the principal and to parents' perception of school climate and their efficacy in problem-solving situations. It seemed clear that most resolution concerns were handled in an informal manner, but a structure prevailed allowing resolution concerns to be handled in an unobtrusive fashion. Therefore, it is recommended that resolution be identified as an intervening process of effective school-community relations as shown in the revised model.

Goal Elements

"School-community relations satisfaction" was recommended for addition to the goal elements because the expression of satisfaction with the school-community relations program of the school was somewhat different from legitimacy or support. The perceptions of parents toward satisfaction was expressed as a general school-

community relations question. Satisfaction with the school-community relations program in a noncrisis situation where no major issues were being debated seemed a logical goal of the program; therefore, it was recommended to become a goal element of the model.

"Policy outcome" seemed a reasonable addition to the goal elements of the model. When the goal of the school-community relations program would shift from daily concerns to that of policy changes, parent input would be sought. In that situation, parents would be called on to help make institutional changes within the school's organizational structure. Therefore, it was recommended that "policy outcome" become a goal element as shown in Figure 5-2.

The next section of this chapter will discuss the recommendations for consideration when the goal of the school-community relations program changes in emphasis.

Multiple Models

The data collected for this research study suggested that the interactions among the processes contained in the model may differ when the goal of the school-community relations program changes. Five models may exist based on different goals: achievement, support/legitimacy, school-community relations satisfaction, policy outcome, and child growth and development.

Achievement Model

The data collected strongly suggested that resolution acted as an intervening process or intervening variable mediating the effects of communication, involvement, participation, and access on the goal of student achievement. The interaction among the variables indicated that resolution impacted strongest with student achievement and the remaining effects of the four variables were mediated by the impact of resolution. A model of school-community relations and student achievement would place resolution as an intervening variable in that framework. Therefore, one model of school-community relations which should be investigated further would have as its goal student achievement where resolution would act as an intervening variable.

Support/Legitimacy Model

The goals of support and legitimacy were combined into one goal of a school-community relations program in the revised model. It seemed that acceptance of the school as an institution by its various subpublics, and providing economic and political resources for the school as an institution by its various subpublics were closely related. The interactive patterns among the processes of the model were not determined. However communication may serve as an intervening variable which mediates the effects of the remaining processes when the goal of the school-community relations

program is to gain and/or maintain support and legitimacy. Future research should develop an operational definition of the support/legitimacy concept that fosters empirical measurement. That research should be aimed toward determining the interaction among the processes when the goal of the program is support/legitimacy.

School-Community Relations Satisfaction Model

General satisfaction with the overall school-community relations program might well be a goal of the program. Communication in that instance may serve as an intervening variable and mediate the effects of the other four processes when the goal of the program is general satisfaction with the school-community relations program.

The researcher utilized path analysis to gather preliminary data on the interaction among the variables mentioned above using the data gathered for this study. Involvement, participation, resolution, and access served as independent variables with communication serving as an intervening variable. Measures of parents' perceptions of effective school-community relations were utilized as the dependent variable. The results indicated that for personal responses as involvement (b=.40) increased effective school-community relations increased, but this effect was severely reduced (b=.09) when communication was introduced into the equation. The relationship between involvement and effective school-community was initially statistically and substantively significant. Participation,

resolution, and access were not significantly related to effective school-community relations. The four independent variables collectively explained 38% of variance of effective school-community relations, with involvement alone accounting for 33% of that variance. The relationship between communication and effective school-community relations was statistically and substantively significant. As communication (b=.58) increased, effective school-community relations increased. The amount of variance explained increased from (R^2=.38) to (R^2=.58) when communication entered the equation. The same general pattern was true for global responses except that the relationship between access and effective school-community relations was statistically and substantively significant for global responses. A table of findings showing the path analysis in full may be found in Appendix G.

Policy Outcome Model

The data collected indicated that in the three Parent Advisory Committees (P.A.C.) at Truman School parents played a minor role in making decisions concerning school policy. However, the goal of a school-community relations program might well be to develop some policy that would bring forth institutional change. Parent input would be sought during this process. Involvement and/or participation might then serve as intervening variables and mediate the

effects of the remaining processes when the goal of the program is policy changes. Future research should investigate the interaction among the processes of the model as the school develops the kind of policy that leads to institutional change.

Child Growth and Development

The research study did not consider child growth and development; however, future research should investigate the interaction among the processes of the model when the goal of the school-community relations program is child growth and development.

Future Research

Future research concerning school-community relations should be conducted with consideration given to the state of the art of existent literature and research, data-based variables that should be controlled in future exploratory investigations, the research of multiple models that may be operating as the goal of a school-community relations program changes, and verificational research on a national scale. Operational definitions of the terms suggested for research of multiple models should be developed as a part of future research considerations. These four considerations for further research will be discussed in this section of the chapter.

Literature and Research

Data concerning school-community relations and its effect on student achievement was in the literature and in research studies. The literature contained opinions, casual observations, and conventional wisdom which suggested that school-community relations positively affected students' achievement. Very few authors were located who presented the opposing view.

Research studies, in order to be termed research, should be conceptually sound and systematic. However, this was not the case in many instances. A detailed discussion on literature and research follows.

Literature Comments

The literature generally followed an ideological trend of thought that appeared to be grounded in three basic assumptions:

1. Increased public exposure to schools increases public satisfaction with schools.

2. Two-way, interpersonal communication is usually more successful and more helpful than one-way, mass communication.

3. Public policy goals can be better attained through adversary and advocacy structures rather than through the bureaucratic structure of authority.

These assumptions run throughout the literature and have been generally accepted as truisms. Continued investigation should be undertaken to establish the soundness of these assumptions.

Research Comments

The research on school-community relations and achievement appeared to contain some conceptual confusion. The concepts of involvement and participation were often used interchangeably and seldom was either term clearly defined. Parent education and volunteer programs were often presented as being the same thing. In many cases the research data were heavily laden with findings that appeared to be suspect of "Hawthorne" effects. In these studies, a great increase in activities was noted and/or a great increase in financial resources was placed into a program. Usually the effects of the program were measured within 1 year. These procedures caused serious questions to be raised as to the lasting value of findings gathered from such studies.

Many research studies reported data concerning school-community relations and student achievement as secondary concerns. In these studies, the relationship between effective school-community relations and achievement was an ancillary consideration.

Conclusions from the Literature and Research

Generally there was evidence reported to show a positive relationship between effective school-community relations and such

dependent variables as satisfaction with the school, support for the institution, and institutional legitimacy. The results were mixed on the positive relationship between effective school-community relations and student achievement in the basic skills, but there was little relationship between achievement and any particular school-community relations activity. More specifically, effective school-community relations programs related directly with the principal's leadership style and his political savvy, effective program management including needs assessment, goal-setting, with appropriate selection of activities, definition of roles and responsibilities, and evaluation. Staff attitudes on relating to the community were very important along with operating in a noncrisis atmosphere. The conflict management skills and resources of the principal and staff were central to an effective school-community relations program.

Effective school-community relations programs appeared to have little relationship with socio-economic factors of the school, past experience in implementing an effective school-community relations program, unusual allocation of resources, or specialization in media or public relations skills.

These conclusions should be considered with respect to the development of literature and research in the field of school-community relations in future studies.

Data Based Variables

School-Community Relations and Achievement

Future studies should consider continuing research on the relationship between effective school-community relations and achievement. These studies should focus specifically on school-community relations variables and their impact on standardized achievement scores and/or letter grades. The methodology should be clearly stated so that the possibility of replication is fostered. The replication of this research study is recommended for schools that are not inner-city and primarily Black.

Socio-Economic Status

Future studies on effective school-community relations and achievement should be conducted in small cities, suburbia, and large cities. These studies should cover a cross section of the various economic and social status communities that encompass this country to determine whether different outcomes are evident when socio-economic factors differ from one study to the next.

Traditional vs. Individualized

Future research studies should be conducted in schools that are organized in the traditional self-contained classroom manner and in schools that are organized to promote individualized schooling. Results from these studies might reveal variance

regarding effective school-community relations and student achievement based on the organizational structure of the school.

Multiple Models

It seems plausible to suggest that the interaction among the school-community relations variables might differ as the goal of the program changes. This section of the chapter discusses four recommendations for future research considering four different goals of the school-community relations program.

School-Community Relations and Achievement

The data collected in this research study indicated that resolution served as an intervening variable and mediated the effects of communication, involvement, participation, and access on student achievement. Further research using the same methodology in various locales would help to strengthen the tentative findings reported in this study.

School-Community Relations and Support/Legitimacy

Future research should investigate the interaction of the five variables utilized in this study when the goal of the school-community relations program (dependent variable) is support/legitimacy. Communication might serve as an intervening variable in that equation and mediate the effects of the remaining variables.

School-Community Relations and Satisfaction

Future research should investigate the interaction of the five variables utilized in this research study when the goal of the school-community relations program (dependent variable) is general satisfaction. This goal differs from support/legitimacy in that satisfaction relates to parents' perceptions of effective school-community relations when no bond referendum or other need for a demonstration of the relationship to the school is evident. School-community relations satisfaction would demonstrate the relationship parents perceive toward the school in a noncrisis atmosphere. Communication might again act as an intervening variable and mediate the effects of the remaining variables on the dependent variable: school-community relations satisfaction as indicated by data presented earlier in this chapter.

School-Community Relations and Policy Outcome

The goal of the school-community relations program at some time could be to foster parent involvement and participation in helping to make decisions at the school that would bring about some institutional change. Future research should investigate this proposition and research the interaction of the school-community relations variables. Involvement and/or participation might act as intervening variable(s) in that equation.

National Study

The research findings resulting from the studies recommended in the preceding section of this chapter should be analyzed, and then a national verificational study undertaken to strengthen the tentative findings of the existence of one model operating with the same interactive pattern among the variables in every instance or multiple models operating differently as the goal of the school-community relations program changes. This kind of research study would provide solid findings that would allow greater generalizations to be postulated than the other studies in the area of school-community relations have allowed to this point. Also the national study will be of great value to practitioners who could apply the research findings in school site operations.

PRACTICAL APPLICATIONS

The school-community relations program at Truman School as described in this study should provide insight and guidance for other inner-city schools wishing to implement a similar program. School and organizational conditions have been described which would allow other schools in similar environments to draw upon the experiences at Truman to plan, implement, and upgrade their own school-community relations programs.

Practical Application for the Achievement Model

There were tentative, yet strong, findings reported in the research study which suggested that resolution served as an important process in a school-community relations program when the goal was student achievement. Practitioners should be mindful of the importance of this variable, and work to assure themselves that a mechanism for solving problems and reducing or avoiding potential conflict is operative at the school. This finding might lead practitioners to include the development of problem-solving skills into the school's inservice training program for school personnel. Practitioners should seriously consider involving the total staff in such training because the effect of the school-community relations program of a school might be greatly assisted by noncertified personnel such as secretaries, teacher aides, and custodians.

Practical Applications for Multiple Models

Practitioners should be aware of the possible existence of multiple school-community relations models operating as the goals of the program change. That is, the interaction of the school-community relations variables may differ as the goal of the program differs. The emphasis on different goals may cause a change in emphasis on the school-community relations variables. It has been suggested that when the goal of the program is school support/

legitimacy or school-community relations satisfaction, increased attention to the communication process might be considered. When the goal of the program is to institute policy change or policy impact, the processes of involvement and/or participation might be considered for increased attention.

Practitioners should be reminded that future research along the lines recommended will hopefully provide findings that may serve as useful guides toward more effective school-community relations programs.

Practical Applications for Truman School

The resolution concerns that were evident at Truman School seldom involved groups of people. Typically, parents were concerned with problems that involved their child. Such concerns included:

1. seating arrangements within a classroom,
2. placement of a child in a particular program and/or classroom,
3. discipline problems, and
4. settling disputes between children or children and an adult.

Problems or concerns were handled in a low-keyed, friendly atmosphere which reflected the leadership style of the principal. Parents were often consulted and their advice taken in dealing with these situations. Therefore, parents perceived themselves as

having a direct effect in settling differences of opinion and avoiding conflict. Communication was needed to keep parents informed of events taking place at the school. Parents perceived themselves to have access to the school, mainly through the principal though few ever availed themselves of the perceived opportunity. Involvement and participation appeared to be relatively unimportant in their effects on student achievement; however, they may well have served as legitimizing factors that caused parents to feel welcomed at the school, and thus, foster the atmosphere where resolution took place.

It seemed clear that the school-community relations program at Truman was operating effectively with parents and nonparents actively taking part in a wide variety of activities. An increased effort to promote more meaningful opportunities for parents to help make policy decisions seemed warranted. An attempt at increasing parent involvement through volunteering their time on an ongoing basis appeared to be needed. Although parents perceived an ability to get their concerns to the school by contacting the principal, few parents actually did that. Therefore, a continuing effort to encourage parents to bring their concerns to the school seemed justified. Finally, inservice training sessions for the entire staff might be helpful for focusing attention on the processes of effective school-community relations and how the staff might maintain the high quality of interaction that appeared evident.

Practical Applications for Practitioners

The data collected and analyzed in this research study indicated that communication was the most important variable of an effective school-community relations program. Practitioners should consider communicating with the school's subpublics by using a wide variety of mechanisms that incorporate one-way and two-way communication.

Although no single school-community relations activity that impacted positively on student achievement was noted, the data clearly indicated that resolution impacted positively on student achievement. This finding might lead practitioners to be more sensitive to the process of problem solving, and avoiding or reducing potential conflict situations. Increased attention to the process of resolution and creating an environment that fosters the creative solution of problems might be seriously considered. Inservice problems that focus on this process might be warranted which include the entire staff of a school. The other four variables should not be slighted; however, the interaction of the variables as they impact on student achievement should be emphasized.

Practitioners should also be aware of the possible existence of multiple models that may be in operation as the goal of the school-community relations program changes. The interaction

patterns among the variables may not be the same as the goal of the program changes. It is possible that increased emphasis on a variable(s) might be appropriate when the goal of the school-community relations program shifts its focus.

Practitioners should give attention to the school-community relations program of the school, and systematically monitor its direction and focus to help ensure the accomplishment of the desired outcomes of the program.

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APPENDIX A

PARENT INTERVIEW PROTOCOL

HOME-SCHOOL-COMMUNITY RELATIONS

Parent Interview Protocol
for
Home-School-Community Relations

1. Name, Address, and Telephone Number.

_____

_____

_____

Telephone Number_____

2. Introduction of Interviewer and Study.

Who Am I?
Objectives of the Interview and Study
How School was Selected?
How You (Parent) were Selected?
What will be done with the Results?
How Data will be Used (Confidentiality)

3. Student Data.

Name of Child_____

Grade of Child_____

How Long in_____School?

Other Children at _____School.

_____

_____

_____

4. Transition to the Interview.

Now I would like to talk with you about school-community relations at_____School. We'll be talking about such things as communication, involvement, and participation among other things. We'll get into these in greater detail shortly. Please relate your experiences as much as you can with_____ and _____School.

5. Communication

First, I would like to talk about communication. By communication I mean either written (notes, letters, school newspapers, report cards) or nonwritten (telephone calls, face-to-face talks) information sent between the home and the school. I would like for you to think about the communication between you personally and the school and about communication between parents as a whole and the school. Can you tell me about communication at _____School?

Substantive Probes

+ letters
+ notes
+ school newspapers
+ school district newspapers
+ telephone
+ your child or children
+ another adult
+ newspapers
+ report cards
+ radio
+ television
+ home visits by school personnel
+ clarity
+ feedback
+ quantity

Procedural Probes

+ definitions ("What do you mean by---?")
+ examples ("Could you give me an example of what you mean by ---?")
+ differences ("How does_____ differ from what you experienced in another school or place or places?")
+ changes (specific dates) (before or after a certain event?)
+ is---should? (Now, what do you think it should be like?)
+ changes ("How would you like it to be?")
+ frequency
+ positive
+ negative
+ improvements ("How could it be improved?")

Now that we have talked about different kinds of communication, how would you rate the effectiveness of communication at_____ School? In other words, how good is the communication between you personally and the school and parents as a whole and the school? By communication I mean either written (notes, letters, school newspapers, report cards) and nonwritten (telephone calls, face-to-face talks) information sent between the home and the school.

How would you rate the effectiveness of communication between you and_____School?

A	B	C	D	U
Excellent	Good	Average	Fair	Poor
5	4	3	2	1

How would you rate the effectiveness of communication between parents as a whole and _____School?

A	B	C	D	U
Excellent	Good	Average	Fair	Poor
5	4	3	2	1

6. Involvement

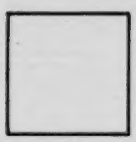
Second, I would like to talk about parent involvement both by you personally and by parents as a whole. By parent involvement I mean giving of time and skills to the school, such as by serving on school committees or organizations or working on school activities. Can you tell me about parent involvement at_____School?

Substantive Probes	Procedural Probes
+ volunteering (field trips, room parent)	+ definitions (What do you mean by---?")
+ P.T.A.	+ examples ("Could you give me an example of what you mean by ____?")
+ Mothers' Club	
+ Patrons	+ differences ("How does_____ differ from what you experienced in another school or place or places?")
+ P.A.C.	
+ fund raising activities	+ changes (specific dates) (before or after a certain event?)
+ school tax campaigns	
+ after school activities	+ is---should? (Now, what do you think it should be like?)
	+ changes ("How would you like it to be?")
	+ improvements ("How could it be improved?")

Now that we have talked about different kinds of parent involvement, how would you rate the effectiveness of parent involvement at_____School? In other words, how good is parent involvement at_____ School? I would like you to think about both your involvement personally and the involvement of parents as a whole. By parent involvement I mean giving of time and skills to the school.

How would you rate the effectiveness of your involvement at _____School?

A	B	C	D	U
Excellent	Good	Average	Fair	Poor
5	4	3	2	1



How would you rate the effectiveness of parent involvement as a whole at_____School?

A	B	C	D	U
Excellent	Good	Average	Fair	Poor
5	4	3	2	1

7. Participation

Third, I would like to talk about parent participation. By parent participation I mean the part parents play in helping to make decisions about their child on such things as placement or discipline or helping to make decisions about the school through an advisory committee or P.T.A. I would like you to think about your participation personally and participation by parents as a whole. Can you tell me about parent participation at _____School?

Substantive Probes

+ P.T.A.

+ Mothers' Club

+ Patrons

+ P.A.C.

+ your child or children

+ _____District

Procedural Probes

+ definitions ("What do you mean by---?")

+ examples ("Could you give me an example of what you mean by ---?")

+ differences ("How does_____ differ from what you experienced in another school or place or places?")

+ changes (specific dates) (before or after a certain event?)

+ is--should? (Now, what do you think it should be like?)

+ changes ("How would you like it to be?")

+ improvements ("How could it be improved?")

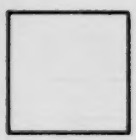
Now that we have talked about different kinds of parent participation, how would you rate the effectiveness of parent participation at_____School? In other words, how good is parent participation at_____School? I would like you to think about your participation personally and participation by parents as a whole. By participation I mean the part parents play in helping to make decisions affecting their child or the school.

How would you rate the effectiveness of your participation at_____School?

A	B	C	D	U
Excellent	Good	Average	Fair	Poor
5	4	3	2	1

How would you rate the effectiveness of parent participation as a whole at_____School?

A	B	C	D	U
Excellent	Good	Average	Fair	Poor
5	4	3	2	1



8. Resolution

Fourth, I would like to talk about resolution. By resolution I mean the way problems are solved, conflict lessened or avoided and differences settled. Setting a student dress code, problems of discipline or settling personal differences with members of the staff are examples of problems needing resolution. I would like you to think about the part you play in resolution personally and the part parents as a whole play in resolution. Can you tell me about resolution at_____School?

Substantive Probes

+ P.T.A.
+ Mothers' Club
+ Patrons
+ P.A.C.
+ _____District
+ initiation
+ rational decision making
+ processes

Procedural Probes

+ definitions ("What do you mean by---?")
+ examples ("Could you give me an example of what you mean by---?")
+ differences ("How does_____ differ from what you experienced in another school or place or places?")
+ changes (specific dates) (before or after a certain event?")
+ is---should? (Now, what do you think it should be like?)
+ changes ("How would you like it to be?")
+ improvements ("How could it be improved?")

Now that we have talked about different kinds of resolution, how would you rate the effectiveness of resolution at_____ School? In other words, how good is resolution at_____School? I would like you to think about resolution by you personally and by parents as a whole. By resolution I mean the way problems are solved and conflict lessened or avoided or differences settled.

How would you rate the effectiveness of your resolution at _____School?

A	B	C	D	U
Excellent	Good	Average	Fair	Poor
5	4	3	2	1

How would you rate the effectiveness of resolution by parents as a whole at_____School?

A	B	C	D	U
Excellent	Good	Average	Fair	Poor
5	4	3	2	1

9. Access

Next, I would like to talk about access. By access I mean whether you go to the school in your own behalf to represent your point of view, concerns or interests or whether someone else whom you can trust, talk with privately or go to for advice represents your point of view, concerns or interests in the school. I would like you to think about your personal access and the access which other parents have as well. Can you tell me about access at _____School?

Substantive Probes

+ yourself
+ administrators
+ teachers
+ aides
+ secretary
+ custodial staff
+ school organization member
+ nonschool organization member
+ other people

Procedural Probes

+ definitions ("What do you mean by---?")
+ examples ("Could you give me an example of what you mean by---?")
+ differences ("How does_____ differ from what you experienced in another school or place or places?")
+ changes (specific dates) (before or after a certain event?)
+ is---should? (Now, what do you think it should be like?)
+ changes ("How would you like it to be?")
+ improvements ("How could it be improved?")

Now that we have talked about different kinds of access, how would you rate the effectiveness of access at_____School? In other words, how good is access at_____School? I would like you to think about your personal access and the access which other parents have as well. By access I mean going to the school in your own behalf or someone else representing you.

How would you rate the effectiveness of your access at _____School?

A	B	C	D	U
Excellent	Good	Average	Fair	Poor
5	4	3	2	1

How would you rate the effectiveness of access by parents as a whole at_____School?

A	B	C	D	U
Excellent	Good	Average	Fair	Poor
5	4	3	2	1

10. School-Community Relations

Now that we have talked about school-community relations in its various parts (communication, involvement, participation, resolution, and access), how would you rate the overall effectiveness of school-community relations at_____School? In other words, how good are school-community relations at_____School? I would kike you to think about school-community relations between you personally and the school and school-community relations between parents as a whole and the school. By school-community relations I mean the total relationship between the school and the home including communication (written and nonwritten information), involvement (contribution of time and skill), participation (role in making decisions), resolution (problem solving and reducing conflict) and access (you or someone else representing your point of view).

How would you rate the effectiveness of school-community relations between you and_____School?

A	B	C	D	U
Excellent	Good	Average	Fair	Poor
5	4	3	2	1

How would you rate the effectiveness of school-community relations between parents as a whole and_____School?

A	B	C	D	U
Excellent	Good	Average	Fair	Poor
5	4	3	2	1

11. Comments

Is there anything more you would like to say about school-community relations at_____School which we might not have talked about up to now?

APPENDIX B

MODIFIED PARENT INFORMATION

AND

INTERVIEW PROTOCOL CARD

Modified Parent Information and Interview Protocol Card

I. Introduction of Interviewer

Who I am

Objectives of the interview

Sponsorship

How school selected

How parent selected

II. Definition of School-Community Relations

School-community relations is the relationship between the school and home.

COMMUNICATION				COMMUNICATION
A	B	C	D	U
excellent	good	average	fair	poor

APPENDIX C

LETTER APPROVING THE STUDY

DIVISION OF EVALUATION

January 13, 1977

MEMORANDUM

TO: John Ingram, Jr.

FROM: _____, Divisional Assistant
Chairman, Technical Support Committee

RE: Research Request

Mr. Ingram, the Technical Support Committee assigned to review your request for doing research in the _____ met and approved your request.

Final approval will be given as soon as we receive approval from _____, District Superintendent, _____ and the Principal, _____. The appropriate forms have been sent.

We will contact you as soon as we get their written permission.

LD/at

cc: _____, Acting Director, Evaluation
_____, Technical Support Committee member
_____, Technical Support Committee member

APPENDIX D

INTRODUCTORY LETTER TO RESPONDENTS FROM THE RESEARCHER

The _____ Public Schools and the University of Wisconsin are sponsoring a research study of school-community relations at _____ School. _____, principal of _____ School, has also endorsed the study.

The study will be conducted by me, John Ingram. I was formerly a principal at _____ and am now on a one year leave of absence at the University of Wisconsin in Madison. I have also been a teacher at _____ and the principal at _____ and _____ Schools.

In connection with the study, I would like to interview you at a time of your convenience. Listed on the attached page are suggested times for the interviews. The interview will last about 30 minutes and will involve the school-community relations program at _____ School. No personal information will be asked, neither will your name nor the school's name be used in the written report.

An immediate response to this letter will help greatly in the scheduling process.

Your cooperation in this project will be deeply appreciated.

Sincerely,

John E. Ingram, Jr.

JEI/lf
Attach.

April 4, 1978

I deeply appreciate you allowing me to interview you concerning school-community relations at _____ School. The time and information you provided has been of extreme importance to the research project that is being conducted. The final report should be available at _____ School sometime in October, 1978. A notice will be sent to you when this occurs by Mr. _____.

Again, thank you for your concern and cooperation.

Sincerely,

John E. Ingram, Jr.
Project Assistant
Wisconsin Research and Development
Center for Cognitive Learning

JEI/lf

APPENDIX E

EXAMPLES OF TRUMAN SCHOOL COMMUNICATION MATERIALS

Dear Parent:

School regulations state that all fifth grade pupils must participate in the Swim program unless there is a health reason that would prevent them from taking part. We are having a problem with your child's participation. Please come in with your child tomorrow or tell us when you can come in. Please check the proper box below:

☐ I will be in to see the principal this week.

☐ I cannot come in to see the principal this week but I will be in on _____

Signed:

Dear Mrs. _____,

School records show that your son/daughter has been absent from school on the following days:

_____

_____

_____

The rate of attendance if it stays in this pattern will make it most difficult or impossible for your child to progress to the next highest grade next year.

Please come to school to see his/her teacher and me as soon as possible concerning this situation.

I will come to school on _____ to confer with you about this matter.

Signed _____

3 more left !!

Saturday, January 7, 1978- 8:30 - 12:30

Saturday, January 14, 1978 - 8:30 - 12:30

Saturday, January 21, 1978 - 8:30- 3:00

Do not bring lunch on this date.

Thanks,

WORKSHOP

Dear Parents,

There will be a Summer School Program at the school this summer from 8:30am -12:30pm. beginning June 10, 1978 and ending July 26 1978. Please fill in the information below and return to school by Wednesday, April 3, 1978

Thank you,

My child will not attend summer school.

My child will attend summer school.

Child's name _____

Grade _____ Room Number _____

Adress _____

Phone Number _____

My child is in the RIT Program.

My child is not in the RIT Program.

Dear Parent ,

Many of you have indicated that you would like to be informed frequently about your child's progress in school especially if he/she is doing poorly academically. Failing grades come about when your child-

1. has poor attendance
2. has a negative attitude
3. has poor work habits
4. does failing work in the classroom
5. doesn't do his classroom assignment
6. turn in poor homework assignment
7. doesn't turn in the homework assignment

We shall attempt to inform you each Friday if your falls into any of the catageries above. If you receive a form on Friday, please sign it, make any written comments that you have on the back and return the form to school on Monday. The next logical step is for you to visited the teacher as soon as possible. Your child will be a better student if there is better communication between parents and teacher.

_____
Teacher Signature

Your child by now should have turned in---------- book reports. He/She has turned in only ----------.
See teacher comments below:

_____
Parent Signature

Parent sign above please and return this form to your child's teacher on Monday. Remember if you are receiving forms on Friday you need to visit your child's teacher very soon.

Sincerely,

Dear Parent:

If your child is to progress at a normal rate it is extremely important that he/she attends school regularly.

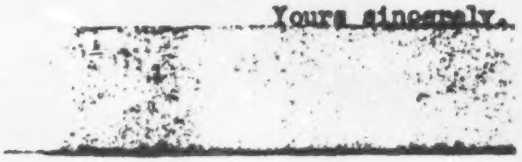
A Check of the records shows that your child _____ _____ was absent _____ days during the first semester.

This, of course, was too many absences. If this pattern of attendance continues into the second semester it will be very difficult if not impossible for your child to be ready to pass to the next highest grade in June. We cannot teach him/her if he/she is not here.

I am writing this letter hoping that when you receive it you will decide to help us in this matter by seeing to it that your child's attendance improves.

Thank you for your cooperation. Please sign the statement below and return it to your child's teacher tomorrow.

Yours sincerely,

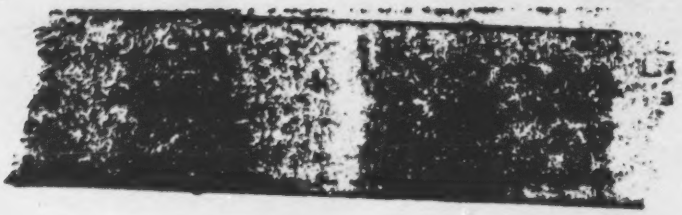


I will make every effort to see to it that my child comes to school every day in the second semester.

_____
Parent Sign Above, Please

_____ Room

_____ Teacher



Dear Parents,

Recently, tempers of our pupils have been very short and they have resorted to fighting to resolve their differences. Our children know that teachers and administrators are always available to assist them with their problems if they will only bring them to us. We now find it necessary to make stricter rules and more severe penalties for fighting.

All children who are first offenders as fighters will be suspended from school for three days. They must be accompanied by their parent to be readmitted. Second offenders and thereafter will be suspended for five days. They, also, must be accompanied by their parent to be readmitted.

We are hopeful that you will stress to your children the importance of getting along and living together at home and at school peacefully. Lets work together to help our children become the best that they are capable of being.

Sincerely,

Date _____

Dear Mrs. _____,

This is to inform you that your child _____ _____ is performing below level in the areas checked below.. In the near future the Iowa Tests of Basic Skills will be administered to your child. Unless improvement is shown between now and then your child will not be ready for the test and it would be doubtful if your will pass to a higher grade next year.

I must insist that you take this letter very seriously and come in for a conference with your child's teacher as soon as possible. Please sign this letter below and have your child return it to his teacher tomorrow.

Yours sincerely,

Principal _____

Teacher _____

_____ Reading	_____ Arithmetic	_____ Science
_____ Language	_____ History	_____ Health
		_____ Spelling

Dear Teacher,

I will be in to see you regarding my child on _____

_____
Parent Fill in Date Above, Please

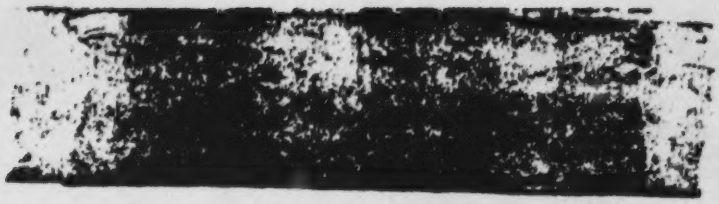
_____
Parent Sign Above, Please

Dear Parent:

The School will be closed on the following dates during the remainder of this year - 1977. Please keep this sheet for future reference.

November 9,- 10, 1977	TEACHERS CONVENTION
November 11, 1977	ARMISTICE DAY
November 17, 1977	PARENT CONFERENCE DAY Time: 1:30 - 4:30 P.M. 5:15 - 8:00 P.M. No conferences will be held between 4:30 and 5:15 on this day.
November 24, - 25, 1977	THANKSGIVING HOLIDAYS
December 25, - January 2, 1978	CHRISTMAS HOLIDAYS - School will close on Dec. 23, 1977 at the close of the school day, and will resume on January 3, 1978 at 8:30 A.M.

Reminder: NO SCHOOL THIS WEEK ON 11/9, 11/10 and 11/11 WEDNESDAY, THURSDAY, AND FRIDAY.



Dear Parents,

We, at School, are constantly working toward a closer understanding of how to help our boys and girls achieve good grades in school.

We have planned a WHOLE WEEK wherein ALL PARENTS are welcome to come and visit all of us at school.

PARENT -- CONFERENCE WEEK
February 4 to February 8, 1974
8:45 A.M. to 3:00 P.M.

Come and see your child in Action in his regular classroom situation

See how he relates to other boys and girls —

See what his conduct is like in the classrooms — halls — yards — lunchroom —

Talk to his teacher or teachers and find out if he is REALLY making progress —

Find Out what YOU can do to help us HELP your children —

— REMEMBER —

ANY DAY — MONDAY, TUESDAY, WEDNESDAY, THURSDAY, FRIDAY
Feb. 4,5,6,7,8, 1974 (8:45 A.M. 3:00 P.M.)

PLEASE COME!

TRUMAN SCHOOL NEWSPAPER

March, 1978

We tumbled and half of the people got a ribbon 1. Tonia 2. Keith 3. Gwen 4. Danny 5. Ernestine We tumbled and played basketball to win a ribbon in gym.

Ernestine Griggs #126

T-Shirts are coming. They will cost $3.50 and $4.50. Order yours now!

Robert Johnson, #126

I like the rabbit because it's fun to play with.

Keith Ross

The children at School brought money for the monkey at the Zoo. You can help the Zoo by bringing money for the monkey. It cost $40.00 a year.

Lotina Nash

All the children in room #126 are writing our news paper. Send news to room #26

Gwendolyn Calloway

Room 125 and 126 went to the Dental Theatre. They learned to take good care of the teeth

Keith Miller

APPENDIX F

GLOBAL DATA

TABLE F-16

TEST - RETEST CORRELATIONS

Variables	Retest (Global)				
Test (Global)	Communication	Involvement	Participation	Resolution	Access
Communication	.89 (.001)				
Involvement	.39 (.025)	.89 (.001)			
Participation	.50 (.005)	.57 (.001)	.86 (.001)		
Resolution	.48 (.007)	.35 (.041)	.65 (.001)	.84 (.001)	
Access	.30 (.073)	.56 (.001)	.38 (.029)	.48 (.007)	.86 (.001)

TABLE F-17

CORRELATIONS BETWEEN PERSONAL AND GLOBAL RESPONSES

Variables	Test (Global)				
Test (Personal)	Communication	Involvement	Participation	Resolution	Access
Communication	.20 (.159)				
Involvement	-.11 (.300)	-.07 (.354)			
Participation	.17 (.286)	-.09 (.331)	.12 (.281)		
Resolution	.39 (.024)	.11 (.286)	.37 (.026)	.44 (.013)	
Access	-.05 (.399)	.02 (.460)	-.16 (.211)	.03 (.445)	.43 (.015)

TABLE F-18

CORRELATIONS BETWEEN PERSONAL AND GLOBAL RESPONSES RETEST

Variables	Retest (Global)				
Retest (Personal)	Communication	Involvement	Participation	Resolution	Access
Communication	.29 (.072)				
Involvement	.05 (.411)	.02 (.469)			
Participation	.20 (.158)	-.11 (.290)	.23 (.124)		
Resolution	.18 (.191)	.30 (.058)	.35 (.037)	.64 (.001)	
Access	.01 (.478)	-.03 (.445)	-.22 (.132)	.09 (.334)	.37 (.030)

TABLE F-19

CORRELATIONS AMONG VARIABLES

(GLOBAL) VARIABLES

Variables	Involvement	Participation	Resolution	Access
Communication	.18 (.083)	-.21 (.054)	-.25 (.029)	.16 (.104)
Involvement		.34 (.004)	.06 (.325)	.35 (.003)
Participation			.40 (.001)	.18 (.088)
Resolution				.08 (.286)

N = 64

The top number in each box represents the Pearson Correlations.

The number (in parenthesis) represents the level of significance for the correlations.

TABLE F-20

CORRELATIONS AMONG THE VARIABLES AND

SCHOOL-COMMUNITY RELATIONS (GLOBAL)

	Variables				
Variables	Involvement	Participation	Resolution	Access	School-Community Relations
Communication	.18 (.083)	-.21 (.054)	-.25 (.029)	.16 (.104)	.33 (.005)
Involvement		.34 (.004)	.06 (.325)	.35 (.003)	.40 (.001)
Participation			.40 (.001)	.18 (.088)	.09 (.258)
Resolution				.08 (.286)	.28 (.016)
Access					.22 (.046)

N = 64

The top number in each box represents the Pearson Correlations.

The number (in parenthesis) represents the level of significance for the correlations.

TABLE F-21

MULTIPLE STEP-WISE REGRESSION ANALYSIS

DEPENDENT VARIABLE - I.T.B.S. READING SCORES (GLOBAL)

Step Number	R Square	R Square Change	Beta	F-Test
1. Involvement	.03	.03	.26	1.776
2. Participation	.05	.02	-.15	1.383
3. Access	.05	.007	-.08	1.055
4. Communication	.06	.002	-.05	.810
5. Resolution	.06	.000	-.016	.639

N = 64

* - Significant at .05 level

** - Significant at .01 level

TABLE F-22

MULTIPLE STEP-WISE REGRESSION ANALYSIS

DEPENDENT VARIABLE - I.T.B.S. LANGUAGE SCORES (GLOBAL)

Step Number	R Square	R Square Change	Beta	F-Test
1. Participation	.02	.02	-.21	.875
2. Involvement	.04	.02	.19	1.205
3. Resolution	.04	.002	.06	.844
4. Access	.04	.000	-.02	.628
5. Communication	F-Level Insufficient for Computation			

N = 64

* - Significant at .05 level

** - Significant at .01 level

TABLE F-23

MULTIPLE STEP-WISE REGRESSION ANALYSIS

DEPENDENT VARIABLE - I.T.B.S. MATHEMATICS SCORES (GLOBAL)

Step Number	R Square	R Square Change	Beta	F-Test
1. Involvement	.04	.04	.23	2.410
2. Resolution	.05	.01	.15	1.400
3. Participation	.06	.01	-.12	1.204
4. Communication	.06	.002	.06	.926
5. Access	.06	.000	-.02	.730

N = 64

* - Significant at .05 level

** - Significant at .01 level

TABLE F-24

MULTIPLE STEP-WISE REGPESSION ANALYSIS

DEPENDENT VARIABLES - I.T.B.S. CUMULATIVE SCORES (GLOBAL)

Step Number	R Square	R Square Change	Beta	F-Test
1. Involvement	.03	.03	.23	1.513
2. Participation	.04	.01	-.19	1.305
3. Resolution	.05	.01	.11	1.051
4. Access	.05	.001	-.03	.789
5. Communication	F-Level Insufficient for Computation			

N = 64

* - Significant at .05 level

** - Significant at .01 level

TABLE F-25

MULTIPLE STEP-WISE REGRESSION ANALYSIS

DEPENDENT VARIABLE - READING GRADES (GLOBAL)

Step Number	R Square	R Square Change	Beta	F-Test
1. Access	.03	.03	-.24	1.915
2. Involvement	.05	.02	.20	1.569
3. Participation	.08	.03	-.16	1.579
4. Communication	.08	.004	.07	1.230
5. Resolution	.08	.000	.03	.974

N = 64

* - Significant at .05 level

** - Significant at .01 level

TABLE F-26

MULTIPLE STEP-WISE REGRESSION ANALYSIS

DEPENDENT VARIABLE - LANGUAGE GRADES (GLOBAL)

Step Number	R Square	R Square Change	Beta	F-Test
1. Participation	.03	.03	-.19	1.530
2. Involvement	.04	.01	.15	1.181
3. Access	.05	.01	-.13	1.030
4. Communication	.06	.01	.10	.861
5. Resolution	.06	.002	.05	.705

N = 64

* - Significant at .05 level

** - Significant at .01 level

TABLE F-27

MULTIPLE STEP-WISE REGRESSION ANALYSIS

DEPENDENT VARIABLE - MATHEMATICS GRADES (GLOBAL)

Step Number	R Square	R Square Change	Beta	F-Test
1. Communication	.02	.02	.12	.904
2. Participation	.02	.004	-.11	.564
3. Resolution	.03	.005	.09	.480
4. Access	.03	.002	-.06	.380
5. Involvement	.03	.002	.05	.316

N = 64

* - Significant at .05 level

** - Significant at .01 level

TABLE F-28

MULTIPLE STEP-WISE REGRESSION ANALYSIS

DEPENDENT VARIABLE - CUMULATIVE GRADES (GLOBAL)

Step Number	R Square	R Square Change	Beta	F-Test
1. Participation	.02	.02	-.18	1.306
2. Involvement	.04	.02	.17	1.128
3. Access	.06	.02	-.18	1.188
4. Communication	.07	.01	.12	1.022
5. Resolution	.07	.003	.07	.846

N = 64

* - Significant at .05 level

** - Significant at .01 level

TABLE F-29

CORRELATIONS BETWEEN SCHOOL-COMMUNITY RELATIONS (GLOBAL)

AND DIFFERENT MEASURES OF STUDENT ACHIEVEMENT

	I.T.B.S. Reading	I.T.B.S. Language	I.T.B.S. Mathematics	I.T.B.S. Cumulative	Grade Reading	Grade Language	Grade Mathematics	Grade Cumulative
School-Community Relations	-.01	.04	.10	.08	.02	.13	.10	.10
	(.485)	(.367)	(.226)	(.273)	(.427)	(.159)	(.219)	(.219)

N = 64

The top number in each box represents the Pearson Correlations.

The number (in parenthesis) represents the level of significance for the correlations.

APPENDIX G

DATA UTILIZING COMMUNICATION AS AN INTERVENING VARIABLE

TABLE G-30

STANDARDIZED COEFFICIENTS OF A MODEL OF HOME-SCHOOL-COMMUNITY RELATIONS WITH COMMUNICATION (PERSONAL) AS AN INTERVENING VARIABLE[b]

Independent Variables	Intervening Variable	Dependent Variable[c]	
	Communication	School-Community Relations (Personal)	
		Direct	Indirect
Involvement	.61*	.40*	.09
Participation	.02	.08	.12
Resolution	-.09	.08	.18
Access	.10	.18	-.01
Communication			.58*
R^2	.33	.38	.58

[a] N = 64

[b] - Standardized coefficients are also referred to as beta weights.

[c] - For the dependent variable, the left-most column presents total effects, the other column presents net effects as the intervening variable is introduced into the model.

* - Coefficients at least twice as large in absolute value as its estimated standard error and above .10.

TABLE G-31

STANDARDIZED COEFFICIENTS OF A MODEL OF HOME-SCHOOL-COMMUNITY RELATIONS WITH COMMUNICATION (GLOBAL) AS AN INTERVENING VARIABLE[b]

Independent Variables	Intervening Variable	Dependent Variable[c]	
	Communication	School-Community Relations (Global)	
		Direct	Indirect
Involvement	.28*	.41*	.33*
Participation	-.24*	-.20	-.12
Resolution	-.17	.33	.39*
Access	.19	.07	.02
Communication			.34*
R^2	.15	.24	.34

[a] N = 64

[b] - Standardized coefficients are also referred to as beta weights.

[c] - For the dependent variable, the left-most column presents total effects, the other column presents net effects as the intervening variable is introduced into the model.

* - Coefficients at least twice as large in absolute value as its estimated standard error and above .10.

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9/78